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Montana School Accreditation

Standards and Procedures Manual

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Published January 1999

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Nancy Keenan
Superintendent

February 1999

Memorandum

To: Educational Personnel and Other Interested Persons

From: Sue Dandliker, Accreditation Specialist

Re: 1999 Accreditation Manual

The Montana School Accreditation Standards and Procedures Manual has been completely updated and republished as of January 1999. As of this mailing, please replace any previous publication you may have in your possession and replace with the new 1999 publication.

This accreditation manual, revised 1/99, has three major sections:

1) Standards of Accreditation
2) Content and Performance Standards
3) Appendices

Each section is noted as such at the bottom of each page that also includes a revision date and a page number. As changes, deletions, or additions may occur, you will be sent current updates.

The manual uses the color gray to indicate administrative rules, blue to indicate appendices, and ivory to indicate forms and applications. It is also three hole punched to allow inclusion into a three-ring binder so that changes might be accommodated easily.

The 1999 manual is also available by accessing Metnet at www.metnet.state.mt.us. Go to Education, Office of Public Instruction, Accreditation, and 1999 Accreditation Manual. You are free to make as many copies as you may need.

Should you have any questions, please call Becky Charles at 444-2410 or Sue Dandliker at 444-3128.

RESERVED
FOR
"INTRODUCTION
TO ENTIRE MANUAL"

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BOARD OF PUBLIC EDUCATION

Standards for School Accreditation as per 20-7-101 MCA: (1) Standards of accreditation for all schools shall be adopted by the board of public education upon the recommendations of the superintendent of public instruction.

BOARD OF PUBLIC EDUCATION

Ex Officio Members

Governor Marc Racicot
Superintendent of Public Instruction Nancy Keenan
Commissioner of Higher Education Dr. Richard Crofts

Appointed Members

Diane Fladmo, Glendive ..... Term expires February 1, 2005
Bob Brown, Whitefish ..... Term expires February 1, 2004
Storrs Bishop, Ennis (Chair) ..... Term expires February 1, 2003
Kirk Miller, Havre ..... Term expires February 1, 2002
Joyce Silverthorne, Dixon (Vice Chair) ..... Term expires February 1, 2001
Barbara Keim, Billings ..... Term expires February 1, 2000
Wilbur Anderson, Dillon ..... Term expires February 1, 1999

Student Representative

Sarah Casey, Helena ..... Term expires June 30, 1999

Executive Secretary

Wayne Buchanan, Ed.D.

Rev. 01/99

MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES

RESERVED FOR INTRODUCTION TO CHAPTERS 54 & 55

-Reserved-

General Provisions

The state board of public education is responsible for establishing and maintaining standards for all public schools in Montana. The standards guarantee students the benefits of attendance in accredited schools and provide a basis for transfer. The accreditation standards are reviewed regularly and published annually.

10.55.601 ACCREDITATION STANDARDS: PROCEDURES (1) The board of public education adopts standards of accreditation on the recommendation of the state superintendent of public instruction.

(2) The board and the office of public instruction establish procedures and schedules for reviewing the accreditation status of each school annually.

(3) (a) Effective on July 1, 1989, schools are required to maintain present programs that meet current standards until such standards are superseded. The content and performance standards will supersede model learner goals according to the following schedule:

(i) Reading — November 1998;
(ii) Math — November 1998;
(iii) Science — October 1999;
(iv) Technology — October 1999;
(v) Health Enhancement — October 1999;
(vi) Communication Arts aligned to the reading content and performance standards — October 1999;
(vii) World Languages — October 1999;
(viii) Social Studies — October 2000;
(ix) Arts — October 2000;
(x) Vocational/Practical Arts — October 2000.

(b) A school has until the end of school year 2003-04 (five years) to align its curriculum to the statewide content and performance standards. A school should modify its existing curriculum review schedule to synchronize with the state's schedule for revising standards.

(4) (a) Effective on January 1, 1992, schools unable, for financial reasons, to meet the requirements of ARM 10.55.705(1)(d), 10.55.712(1)(a) or 10.55.904(4)(h) may file an initial notice of deferral with the office of public instruction.

(b) Effective January 1, 1994, schools unable, for financial reasons, to meet the requirements of ARM 10.55.709(2) or (3); 10.55.710(2), 10.55.902(5)(j) or 10.55.903(2)(i) may file an initial notice of deferral with the office of public instruction.

(c) The notice of deferral must be filed on a form provided by the office of public instruction and approved by the board of public education.

(d) The notice of deferral must contain the following information:

(i) The standard(s) to be deferred;

(ii) A statement as to why the standard(s) cannot be met and the efforts made by the school to meet the standard(s);

(iii) The school's plan to meet the standard(s) in the future;

(iv) A breakdown of the specific costs associated with the standard(s) to be deferred and the assumptions used to derive these costs.

(e) The notice of deferral must be signed by the chairman of the school board and in districts with superintendents, the superintendent.

(f) Upon the initial filing of a notice of deferral, the standard(s) will be deferred for two school years. If a school files a subsequent notice of deferral on a standard(s) already subject to a deferral, the office of public instruction will review the notice and recommend to the board of public education whether an additional two-year deferral should be granted.

10.55.602 DEFINITIONS For the purpose of this chapter, the following terms apply:

(1) "Benchmark" means expectations for a student's knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points: the end of grade 4, the end of grade 8, and upon graduation (grade 12).

(2) "Building administrator" means a person who is a part of the school's administrative or supervisory staff and who holds a class 3 certificate and is appropriately endorsed.

(3) "Combined school district" means an elementary district and a high school district which are combined district administration purposes. Most town school districts in Montana would fit this category, i.e Helena, Hamilt Whitehall.

(4) "Content standard" means what a student should know, understand and be able to do in a specific cont area, such as reading, mathematics, or social studies.

(5) "Deviation" means a citation of noncompliance with any given standard.

(6) "Distance learning" means instruction which takes place when the learner is distant from the instructor a or instructional materials.

(7) "Effective schooling practices" refers to the body of knowledge known as "effective schooling practices" a generally means schooling practices which include a clearly defined curriculum; focused classroom instruction a management; firm, consistent discipline; close monitoring of student performance and strong instructional leadersh

(8) "Facilitator" means a person, on-site, either certified or noncertified, who assists students in receiving c tance learning instruction.

(9) "Independent elementary school district" means a district organized for the purpose of providing pub education for all or any combination of grades kindergarten through 8.

(10) "Learner goals," as developed by the local school board, community, and educators and provided to t office of public instruction, are the attitudes, concepts, skills, and knowledge which students are given the opportun to acquire during their K-12 schooling. The learner goals, as approved by the board, are contained in the June 19 Montana School Accreditation Manual, and are hereby adopted by reference and incorporated in this rule. A copy m be obtained from the Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501.

(11) "Performance standard" means the specific expectations for performance in each content area at each the three benchmarks. Performance standards explicitly define the quality of performance and describe the perf mance to be demonstrated.

(12) "Program area standards" means the subject matter Montana school districts are required to offer and t strategies and best practices used to instruct. The program area standards include: communication arts, fine ar health enhancement, mathematics, science, social studies, vocational/practical arts, library media, and guidance.

(13) "Assessment" means local assessment used to monitor and measure the effectiveness of the instructior program. (Eff. 7/1/89)

10.55.603 CURRICULUM DEVELOPMENT AND ASSESSMENT

(1) Local school districts shall incorporate all learner goals and the content and performance standards in their curriculum, implementing them sequentially and developmentally. Student assessment shall be used to exami the program and ensure its effectiveness based on the learner goals and the content and performance standards.

(2) In all program area standards, learner goals, and the content and performance standards, the school distri shall:

(a) establish curriculum and assessment development processes as a cooperative effort of personnel certifie and endorsed in the program area and trustees, administrators, other teachers, students, specialists, parents, comm nity and, when appropriate, state resource people;

(b) review curricula at intervals not exceeding five years and modify as needed to meet educational goals; ar

(c) select materials and resources to include supplies, books, materials and equipment necessary for develo ment and implementation of the curriculum and assessment that are consistent with the goals of the education pr gram. These materials shall be reviewed at least every five years.

(3) School districts will continue to follow their established curriculum and assessment development processe until the school year 2003-04, when all programs must be in alignment with the content and performance standards

(4) In all program area standards, learner goals and content and performance standards, the school distri shall:

(a) assess, in accordance with the schedule in (5), student progress toward achieving learner goals and conte and performance standards including:

(i) the content and data;

(ii) the accomplishment of appropriate skills;

(iii) the development of critical thinking and reasoning; and

(iv) attitude.

(b) use assessment results to improve the educational program.

(c) use effective and appropriate tools for assessing student progress. This may include but is not limited to

(i) standardized tests;

(ii) criterion-referenced tests;

(iii) teacher-made tests;

(iv) ongoing classroom evaluation;

(v) actual communication assessments such as writing, speaking, and listening assessments;

(vi) samples of student work and/or narrative reports passed from grade to grade;
(vii) samples of students' creative and/or performance work;
(viii) surveys of carryover skills to other program areas and outside of school.

(5) Not later than the school year immediately following the completion of a written sequential curricula in a ogram area, the school shall begin the development of an assessment process for that subject area. Once begun, e assessment process for a subject area will be in place within two years until the school year 2000-2001, when all ograms must be in alignment with the assessment process.

(6) Beginning 7/1/92 schools shall conduct follow-up studies of graduates and students no longer in atten-ance. The study results shall be considered in curriculum development and shared with staff and school consultants. ff. 7/1/92)

(7) All school districts shall conduct a program of student assessment in accordance with ARM 10.56.101 tudent Assessment.

10.55.604 ALTERNATIVE STANDARD (1) A school may apply to the board of public education through the fice of public instruction for permission to use an alternative to any standard, section of standards, or the entire set of andards, excluding standards pertaining to law or certification requirements. To do so, the school shall provide the fice of public instruction evidence that the opportunity to meet the accreditation standards' learner goals, the content nd performance standards and program area standards are at the core of its curricula—that is, that the school has put place curriculum and assessment procedures which, at a minimum, give students opportunities to meet the content nd performance standards. The board of public education may withdraw its permission of the alternative program at ny time if experience shows it no longer provides an educationally sound alternative.

(2) Permission to use an approved alternative shall be granted for one year. It is renewable for up to an dditional five years without annual approval, if both the school and the board of public education find the one-year pilot be workable and educationally sound.

(3) The school shall include an update on its alternative program(s) in its annual report to the office of public nstruction.

(4) Approval and renewal of an alternative standard shall be done by the board of public education in open neeting, which provides opportunity for public comment on each school's application for use of the alternative tandard.

(5) A school or school district may submit a plan to employ a performance-based accreditation process to the ffice of Public Instruction. The basic performance-based process available for school implementation shall incorpo-ate five steps or their equivalent:

(a) The development of a student/community profile;
(b) The development of a school mission statement which reflects a locally derived philosophy of education;
(c) The identification of desired learner results (exit performance standards);
(d) The analysis of instructional and organization effectiveness;
(e) The development and implementation of a school improvement plan.

A school or school district granted approval for a performance-based accreditation process shall be subject to n on-site accreditation review at the end of an initial three-year period by a team of individuals selected by the ffice of Public Instruction. After a successful initial review, the school shall be subject to accreditation review by a sitation team at minimum five-year intervals. Schools are encouraged to coordinate on-site reviews with each self-valuation phase of the process. Accredited schools electing this formative process may petition the Board of Public ducation to waive existing standards except those that are required by law. (Eff. 4/28/95)

RULE 10.55.605 CATEGORIES OF ACCREDITATION *Schools may be accredited according to four levels of ompliance with accreditation standards:* (1) Regular accreditation: The school meets the requirements for regular ccreditation. Its program reflects the standards' learner goals. The staff is certified, appropriately assigned, and fully tilized. The school program and resources are adequate. Facilities meet appropriate standards. The school trustees, taff, parents, and community work together to provide a quality education. Regular accreditation is for one year.

(2) Regular accreditation with note of minor deviations: The school meets most of the regular accredita-on standards, but there are deviations from the standards that are of a minor nature. Regular accreditation with note f minor deviations will be for one year. If deviations are not corrected, the school may be moved to advice status.

(3) Accreditation with advice status: The school exhibits serious and/or numerous deviations from the tandards. The school must submit an improvement plan developed by trustees, administrators, teachers, parents, and he community, to the office of public instruction. If a school is on advice status for two years and continues to have erious and/or numerous deviations, it will move to deficiency status.

(4) Accreditation with deficiency status: The fourth level is for schools that have been on advice status for wo years and continue to have serious and/or numerous deviations, or have substantially increased the seriousness of eviations over the previous year. A school that employs a noncertified teacher, that has a facility that creates an nhealthy environment with safety and health hazards, or that provides an inadequate learning environment will be laced on deficiency status. The school administrator and the chair of the board of trustees will submit and/or come efore the board of public education with an improvement plan and a systematic procedure for correcting the deviations oted.

(5) Nonaccredited status: If a school is on level four deficiency status and fails to document that it has met s improvement plan, its accreditation may be rescinded.

10.55.701 BOARD OF TRUSTEES *Public education in Montana is accomplished by the formation of sch districts governed by boards of trustees, who make policy, establish elections, propose levies, and approve exper tures, and who serve at the will of the electorate according to the Montana Constitution, the laws of Montana, and Administrative Rules of Montana of the board of public education and other pertinent state agencies.* (1) The boarc trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.

(2) The board of trustees will review the state accreditation standards annually and provide in each sch building at least one copy of the standards for staff and public review.

(3) Each school district shall have in writing and available to the staff and public:

(a) A comprehensive philosophy of education;

(b) Goals which reflect the district's philosophy of education;

(c) Sequential curricula for each program area which addresses the learner goals and the district's educatio goals; (Eff. 7/1/2000)

(d) Policies establishing student assessment procedures which ensure evaluation of the school's curricu These procedures shall specify how and when data are to be collected, analyzed, and reported;

(e) Policies which delineate the responsibilities of the board, superintendent, and personnel employed by t school district. The trustees shall review these policies annually and make them available to employees and the pub

(f) A policy on student, parent, and school employee due process rights;

(g) An equity policy;

(h) A transfer policy for determining the appropriate placement of incoming students;

(i) An academic freedom policy;

(j) A materials selection policy, including a challenge procedure, for all curricular and support materials;

(k) A copyright policy;

(l) A policy that defines the use of school facilities and resources.

(4) The board of trustees shall evaluate the above policies on a regular basis.

(5) The board of trustees shall have valid, written contracts with all regularly employed certified administrati supervisory, and teaching personnel.

(6) The board of trustees shall have written policies and procedures for regular and periodic evaluation of regularly employed certified administrative, supervisory, and teaching personnel. The individual evaluated shall have written copy of the evaluation, the opportunity to respond in writing to the evaluation, and access to his/her file Personnel files shall be confidential.

(7) The board of trustees shall consider ways to establish conditions that contribute to a positive school clima and morale by encouraging cooperative and harmonious relationships among staff members, students, parents, a community.

(8) To enhance a positive learning environment, the board of trustees should:

(a) Establish a system to keep parents/guardians up to date on students' progress;

(b) Use technology and equipment to facilitate management and instruction.

(9) To ensure continuous education improvement, the district shall conduct a self-evaluation program at lea every ten years.

10.55.702 CERTIFICATION AND DUTIES OF DISTRICT SUPERINTENDENT (1) The district superintende shall:

(a) Be certified in accordance with state statutes and board of public education rules;

(b) Be responsible for selecting and assigning all school employees and for the administration and supervisi of the educational program, subject to the approval of the board of trustees;

(c) Propose district goals and priorities for improvement, subject to the approval of the board of trustees;

(d) Oversee curriculum planning and ensure district continuity in implementation;

(e) Collect and summarize district-wide information, including student performance data.

10.55.703 CERTIFICATION AND DUTIES OF BUILDING LEVEL ADMINISTRATOR: PRINCIPAL (1) The buil ing administrator shall:

(a) Be certified in accordance with state statutes and board of public education rules;

(b) Have a certificate endorsed at the level assigned as an administrator, except where a district superintende is serving as both high school and elementary administrator under Rule 10.55.705(1)(a) or (b), where the superinte dent may hold either a high school or elementary administrative endorsement;

(c) Consider ways to:

(i) Provide instructional leadership,

(ii) Exercise vision in defining and accomplishing the school's mission,

(iii) Encourage teachers to have high expectations for student achievement,

(iv) Stress the importance of parents' and students' roles in academic success.

(d) Involve staff and others in decision making and in setting, accomplishing, and assessing educational goa

(e) Carry out the district's policies and procedures;

(f) Be responsible for the effective day-to-day operation of the school, including the management of finance materials, and human resources.

10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS (1) Effective /92 district superintendents shall be assigned as follows:

(a) A combined elementary-high school district:

(i) A full or part-time district superintendent shall be employed for a district with fewer than 9 FTE certified staff.

(ii) A full or part-time district superintendent shall be employed for a district with 9-29 FTE certified staff. One -time individual may fulfill the positions of district superintendent and half-time building administrator as defined in le 10.55.705.1. A superintendent that also serves as principal(s) shall devote full-time to administration and supervi- n.

(iii) A full-time (1 FTE) district superintendent shall be employed for a district with 30 or more FTE certified staff, 551 or more students.

(b) A county high school district:

(i) A full or part-time district superintendent shall be employed for a district with fewer than 9 FTE certified staff.

(ii) A full or part-time district superintendent shall be employed for a district with 9-29 FTE certified staff. One t-time individual may fulfill the positions of district superintendent and half-time building administrator as defined in le 10.55.705.1. A superintendent that also serves as principal shall devote full-time to administration and supervi- n.

(iii) A full-time (1 FTE) district superintendent shall be employed for a district with 30 or more FTE certified staff, 551 or more students.

(c) An independent elementary school district:

(i) A full or part-time district superintendent shall be employed for a district with fewer than 9 FTE certified staff the district shall utilize the services of the county superintendent to fulfill the duties of district superintendent as tlined in Rule 10.55.702.

(ii) A full or part-time district superintendent and a full or half-time building administrator as defined in Rule .55.705.1 shall be employed for a district with 9-17 FTE certified staff or the district shall utilize the services of the unty superintendent to fulfill the duties of district superintendent as outlined in Rule 10.55.702. One full-time indi- dual may fulfill the positions of district superintendent and half-time building administrator as defined in Rule 10.55.705.1. superintendent that also serves as principal(s) shall devote full-time to administration and supervision.

(iii) A full or part-time district superintendent shall be employed for a district with 18-29 FTE certified staff. One ll-time individual may fulfill the positions of district superintendent and half-time building administrator as defined in le 10.55.705.1. A superintendent that also serves as half-time principal shall devote full-time to administration and pervision.

(iv) A full-time (1 FTE) district superintendent shall be employed for a district with 30 or more FTE certified staff, 551 or more students.

(2) A combined elementary-high school district or a county high school district or an independent elementary hool district with 100 or more FTE certified staff shall employ a full-time curriculum coordinator to supervise the ducational program. The curriculum coordinator must hold a Class 3 administrative certificate.

(3) Any district may seek alternatives to the above requirements including sharing a district superintendent (see lternative Standard," ARM 10.55.604). Where a district superintendent is shared, one superintendent may serve all e cooperating districts. If a district superintendent is shared within the requirements of Rule 10.55.704, an alternative andard need not be applied for by the district.

10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF BUILDING ADMINISTRATORS (1) Beginning 1/92 school districts shall employ appropriately endorsed building administrators as follows:

(a) A district superintendent or supervising teacher and county superintendent for schools with less than 9 FTE rtified staff.

(b) .5 FTE for schools with 9-17 FTE certified staff.

(c) 1 FTE for schools with 18-29 FTE certified staff or 250-550 students.

(d) 2 FTE for schools with 551-1,050 students. **[Subject to Notice of Deferral]**

(e) 3 FTE for schools with 1,051-1,550 students. **(Previously required 1.5 FTE)**

(f) 4 FTE for schools with 1,551-2,050 students.

(g) 5 FTE for schools with 2,051 or more students.

(2) Beginning 7/1/92 in schools with more than one building administrator, the first administrator shall be appro- iately endorsed as principal. The additional administrators shall have administrative endorsement(s) at the appropri- e level(s) and in the area(s) that accurately reflect their supervisory responsibilities. For example, a school may ssign properly certified and endorsed curriculum coordinators to supervise the appropriate instructional programs.

(3) Beginning 7/1/92 in schools with at least three FTE building administrators who are administratively en- rsed, release time of department coordinators or chairpersons may be counted toward additional building adminis- ation. Department coordinators or chairpersons counted toward building administration may observe and supervise ut shall not formally evaluate classroom instruction.

10.55.706 TEACHER INVOLVEMENT (1) Teachers shall be involved in curriculum development and student

assessment and in the promotion of a school climate that enhances student learning, achievement, and well-being

10.55.707 CERTIFICATION (1) All teachers shall hold valid Montana teaching certificates. Administrators w teach also shall hold teaching certificates. All supervisory personnel shall hold appropriate certificates.

(2) An emergency authorization of employment is not a valid certificate; it is granted to a district which, un emergency conditions, cannot secure the services of a certified teacher.

(3) All school psychologists must be certified with a Class 6 specialist certificate.

(4) Study hall supervisors need not be certified.

(5) Instructional aides need not be certified; however, the following supervision is required:

(a) Instructional aides assigned due to classroom size or diversity, must be under direct supervision of a ce fied teacher. This means that the aide must be responsible to a certified teacher who has the legal authority for instru tion and assessment of students. The supervising teacher must be available while the aide is fulfilling his/her respon bilities and must not be simultaneously assigned to another teaching duty or preparation time.

(b) Instructional aides assigned to assist students with special education needs must be under the supervisi of the teacher or other professional designated as primarily responsible for instructional planning for the student. T designated professional has the responsibility to provide regularly scheduled communication and direction to the structional aide and not to delegate any activity to the instructional aide which requires professional skill, knowled and judgment.

(c) Instructional aides hired to assist students in gaining specialized knowledge not generally available fron properly endorsed teacher shall be supervised by a teacher certified at the proper level. This certified teacher is respo sible for instruction and assessment of students and must not be simultaneously assigned to another teaching duty preparation time.

(6) In accordance with state law, salary shall be withheld from certified staff who have not registered th certificates in the office of the county superintendent after their term of service begins. County superintendents sh receive from the schools a list of district professional staff and their assignments and shall advise school districts professional staff who do not have current registered certificates.

(7) All certified staff shall file official transcripts of all college work in the office of their chief school administrat If there is no district superintendent or principal, the county superintendent is the chief school administrator.

(8) All personnel whose qualifications are not outlined in the certification standards must have a license issu by the appropriate state or federal licensing agent or national registry if required by the existing rules and regulatio

(9) All certified staff holding a provisional (Class 5) certificate will file in the office of the chief administrator t plan of intent from the college where they are completing their program.

10.55.708 TEACHING ASSIGNMENTS (1) Teachers shall be assigned at the levels and in the subjects for whi their certificates are endorsed. Exceptions are:

(a) Individuals serving in internship positions approved by the board of public education.

(b) Teachers assigned in grade 5 or 6 or in the departmentalized classroom or middle school, who hold a 5- secondary certificate, must be endorsed in the subjects they are teaching. A 5-12 certificate will not cover a grade 5 6 assignment in a self-contained classroom;

(c) For a clarification of teaching assignments in departmentalized and secondary settings, see "Montan School Accreditation and Procedures Manual," *See Appendix B*, published July 1992 or the latest edition by the offi of public instruction, which is incorporated in this rule by reference.

(2) Certification at the elementary level based on a bachelor's degree entitles the holder to teach in grades through 8.

(3) No teacher shall have more than 28 clock hours of assigned student responsibility per week except for on and two-teacher schools.

10.55.709 LIBRARY/MEDIA SERVICES, K-12 (1) Prior to 7/1/94 in high schools, junior high schools, midd schools and 7th and 8th grades funded at high school rates, the full-time or part-time librarian shall have a teachi certificate with a library endorsement and the library shall be housed in a central location.

(a) In schools of 100 or fewer students, the librarian shall devote a minimum of 1 1/2 hours or 2 periods per da in the library.

(b) In schools of 101 to 300 students, the librarian shall spend a minimum of 3 hours or 3 periods per day in th library.

(c) In junior and senior high schools of 301 to 500 students, the librarian shall spend full time in the library. Or library aide shall be employed for each librarian, or the services of a student librarian or volunteer aide shall be ava able.

(d) Junior and senior high schools of 501 students shall have a full-time librarian and additional librarians at th following ratio:

Enrollment	Librarian
501 to 1,000	1.5
1,001 to 1,500	2
1,501 to 2,000	2.5
2,001 to 2,500	3

ne library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be ailable.

(e) Elementary schools with four or more teachers must assign a teacher with a minimum of nine credit hours in ofessional library training at a ratio of one full-time librarian to 800 students or a minimum of one hour per day, hichever is greater. In school districts employing a certified teacher with a library endorsement, a trained para-ofessional under the direct supervision of this librarian may be employed to meet this requirement. (Eff. 7/1/89; epeal 7/1/94)

(2) Beginning 7/1/94 the library shall be housed in a central location, and each school shall have a full-time or rt-time certified school library/media specialist with a K-12 library/media endorsement at the ratio as follows:

(a) .5 FTE for schools with 126-250 students;

(b) 1 FTE for schools with 251-500 students;

(c) 1.5 FTE for schools with 501-1,000 students; **[Subject to Notice of Deferral]**

(d) 2 FTE for schools with 1,001-1,500 students;

(e) 2.5 FTE for schools with 1,501-2,000 students;

(f) 3 FTE for schools with 2,001 or more students.

(3) Beginning 7/1/94 schools and/or districts of fewer than 125 students shall employ or contract with a certified, ndorsed school library/media specialist, or they shall seek alternative ways to provide library/media services, using rtified personnel. For example, they may contract for services or receive services from a regional, certified library/ edia specialist provided through joint efforts of adjacent districts and/or counties. (Eff. 8/94)

(a) Alternative services shall include: **[Subject to Notice of Deferral]**

(i) Instruction in library/media skills;

(ii) Administration of a library/media program that meets the district's instructional goals;

(iii) Collection, development and management;

(iv) Reader assistance;

(v) Library/media collection management;

(vi) Inservice in the use of new materials and equipment.

(b) When a school district uses alternatives to meet this standard, it shall submit a description of the alternatives the office of public instruction and seek approval from the board of public education.
ff. 7/1/94)

10.55.710 ASSIGNMENT OF GUIDANCE STAFF (1) Prior to 7/1/94 guidance and counseling staff and/or services shall be provided for elementary students. (Eff. 7/1/89; Repeal 7/1/94)

(2) Beginning 7/1/94, a minimum equivalent of one full-time counselor for each 400 elementary (K-8) students all be provided. The counselor/student ratio shall be prorated. (Eff. 7/1/94) **[Subject to Notice of Deferral]**

(3) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.

(4) Schools and/or districts with fewer than 125 students shall employ or contract with a certified, endorsed chool guidance specialist, or they shall seek alternative ways to provide guidance services and meet the required uidance program goals, using certified personnel. For example, they may contract for services or receive services om a regional, certified guidance specialist provided through joint efforts of adjacent districts and/or counties.

(a) When a school district uses alternatives to meet this standard, it shall submit a description of the alternatives the office of public instruction and seek approval from the board of public education.

10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD (1) These standards do not require a minimum class ze at any grade level or for any subject offered. One pupil may be considered a class. (Eff. 4/28/95)

10.55.712 CLASS SIZE: ELEMENTARY

(1) In single-grade rooms the maximum class size shall be: **[Subject to Notice of Deferral]**

(a) No more than 20 students in kindergarten and grades 1 through 2;

(b) No more than 28 students in grades 3 and 4;

(c) No more than 30 students in grades 5 through 8.

Previously required:
No more than 24 students in kindergarten;
No more than 26 students in grade 1;
No more than 26 students in grade 2

(2) In multigrade classrooms, the maximum class size shall be:

(a) No more than 20 students in grades K, 1, 2, and 3;

(b) No more than 24 students in 4, 5, and 6;

(c) No more than 26 students in grades 7 and 8.

(3) Multigrade classrooms that cross grade-level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lov grade.

(4) In one-teacher schools, the maximum class size shall be 18 students.

(5) Teacher aides are mandatory when class size or teacher load exceed the standards. A teacher aide must assigned a minimum of 1 1/2 hours per student overload up to six hours. An overload of five (5) students is consider excessive and shall be noted on the annual fall report. (Eff. 4/28/95)

10.55.713 TEACHER LOAD AND CLASS SIZE: HIGH SCHOOL, JUNIOR HIGH, MIDDLE SCHOOL, AN GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (1) In addition to the school administrator, the school sh employ a sufficient number of certified FTEs to allow for varying instructional patterns including, but not limited teaming, core curriculum and departmentalization. Each program offered shall have properly endorsed FTE(s).

(2) Individual class size shall not exceed 30 students.

(a) Class size limits do not apply to instrumental music or choral groups.

(b) Health enhancement and typing classes shall have no more than 30 students. [Noted in ARM 10.55.713(2)(c)]

(c) Laboratory/studio class size shall be limited for safety purposes. The number of students shall be dete mined through consultation with the teacher, considering the number, size and use of laboratory stations. [Noted ARM as 10.55.713(2)(d)]

(3) The number of students assigned a teacher per day shall not exceed 150. [Noted in ARM as 10.55.713(4

(a) Study hall, regardless of size, shall be counted at 15 students.

(b) Student limits do not apply to instrumental music or choral groups.

(c) Library, guidance, and study hall duties are assigned student responsibilities. However, in cases where teacher is assigned full time in these areas, the assignment may be for the entire day.

(4) Teachers with a significant writing program, as determined by the local board of trustees, shall have maximum load of 100 students. [Noted in ARM as 10.55.713(5)]

10.55.714 PROFESSIONAL DEVELOPMENT (1) As part of a continuous program for instructional and admini trative improvement, each school district shall provide a minimum of three days of professional development annual for each certified employee. A day of professional development is defined as six hours of actual contact time. Profe sional development time may be divided into no less than two-hour increments to facilitate delivery of profession development programs.

(2) By April 15 of each year, the school district shall formulate a professional development plan which include

(a) Goals and objectives appropriate to the professional development needs of teachers, administrators, scho trustees, and all other school personnel;

(b) Acceptable activities;

(c) Evaluation methods required for each activity in the plan.

(3) The board of trustees shall establish an advisory committee to develop and evaluate the plan. The commi tee shall include but not be limited to teachers, administrative personnel, and trustees. A majority of the committee sha be teachers.

(4) The plan shall be on file in the school's administrative office or with the county superintendent. It shall b available to employees and the public.

Educational Opportunity

The Montana public school is a positive partnership of school trustees, staff, students, parents, and the commu nity. Its central purpose is the intellectual development of its students.

10.55.801 SCHOOL CLIMATE (Beginning 7/1/91) (1) The board of trustees shall consider ways to:

(a) Encourage cooperative and harmonious relationships among staff, students, parents, trustees, and commu nity;

(b) Determine whether or not its staff turnover is excessive and, if it is, the reasons why;

(c) Create teaching and learning conditions that meet the district's educational goals and attract and maintain quality staff;

(d) Develop policies, procedures, and rules that respect the rights of all learners and promote an awareness o and concern for the well-being of others;

(e) Offer programs and services which, in content and presentation, endeavor to be free of stereotyping i terms of age, sex, religion, race, national origin, or handicapping condition;

(f) Provide programs and services that meet the needs of students which the school has identified as at-risk

(g) Inform students of the school's expectations and of students' rights and responsibilities;

(h) Encourage students to take responsibility for their education, including preparing for and participating in ıss and school activities, taking full advantage of learning services provided, helping design their educational goals, d conducting themselves respectfully and appropriately;

(i) Encourage the active involvement of parents in their children's education and in their school;

(j) Provide opportunities for parents, educators, and members of the community to take active roles in develop- ı and reviewing educational goals.

(2) In the area of technology, the board of trustees shall consider ways to:

(a) Provide access to current materials and resources in all program areas and at all levels, including a wide nge of up-to-date print and nonprint materials and technical resources which support the curriculum and help stu- nts meet the challenges of an information-based society;

(b) Integrate current and appropriate technology into each curricular area as a supplemental tool for instruction d for delivering and accessing information. "Technology" includes, but is not limited to, computer systems, data- ıses, electronic and other media resources, and telecommunications;

(c) Keep up to date about computer and other appropriate technology and examine technology in terms of how can help with educational delivery, while recognizing that computer and other appropriate technology is an assistant rather than the primary deliverer of education;

(d) Encourage teachers to experiment with new computer and other appropriate technology to help make eir teaching more effective and efficient;

(e) When possible, work closely with business and government to keep informed concerning the latest chnology.

10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY (1) The school district shall not discriminate against ıy student on the basis of sex, race, marital status, national origin, or handicapping condition in any area of accredi- tion. This includes programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activi- s. It is the purpose of the accreditation standards to guarantee equality of educational opportunity to each person gardless of sex, race, marital status, national origin, or physical or mental disability.

10.55.803 LEARNER ACCESS (1) Equal opportunity to learn is a primary consideration of all program areas, at levels. In order to integrate this concept throughout the education program, the board of trustees shall develop and plement processes for assessing the educational needs of its students.

(2) In developing curricula in all program areas, the board of trustees shall consider ways to:

(a) Provide learning experiences matched to students' interests, readiness, and learning style;

(b) Take into account individual and cultural diversity and differences among learners. Cultural and language fferences should be viewed as valuable and enriching resources;

(c) Nurture an understanding of the values and contributions of Montana's Native Americans and the unique eeds and abilities of Native American students and other minority groups;

(d) Provide learning resources that are culturally inclusive, and current;

(e) Provide opportunities for individual self-direction and decision making;

(f) Provide equal access to learning resources, including technology;

(g) Provide instructional materials which are sequential and compatible with previous and future offerings;

(h) Identify, using the school's own criteria, students who may be at risk, in need of special services, bilingual ining or who are otherwise exceptional.

10.55.804 GIFTED AND TALENTED (1) Beginning 7/1/92 the school shall make an identifiable effort to provide lucational services to gifted and talented students, which are commensurate with their needs and foster a positive lf-image.

(2) Such services shall be outlined in a comprehensive district plan which includes:

(a) Identification of talent areas and student selection criteria according to a written program philosophy;

(b) A curriculum which reflects student needs;

(c) Teacher preparation;

(d) Criteria for formative and summative evaluation;

(e) Supportive services;

(f) Parent involvement.

10.55.805 SPECIAL EDUCATION (1) Each school shall comply with all federal and state laws and regulations ldressing special education.

(2) Each school shall use the **Montana Special Education Reference Manual** as guidance for administering ecial education programs.

(3) Each school shall provide structured support and assistance to regular education teachers in identifying and eeting diverse student needs, and shall provide a framework for considering a full range of alternatives for address-

ing student needs.

(4) Each school shall be responsible for the following:

(a) Handicapped students shall be given opportunities to become confident, dignified, and self-sufficient mem bers of society;

(b) To the maximum extent possible, and when appropriate, handicapped students are educated w nonhandicapped in the district in which they live;

(c) A student shall receive special education only when documentation shows that the student cannot be appr priately educated in the regular program;

(d) A current individualized education program is prepared for each student receiving special education.

(5) Each school district with middle, junior high, 7th and 8th grade budgeted at high school rates or hi school(s) shall require the development and use of processes to waive specific learner goals based on individu student needs, performance levels, age, maturity, and assessment of ability. Goals which are viewed as the result this process must be identified on a student's transcript.

(6) A student who has successfully completed the goals identified on an individualized education program sh be awarded a diploma.

NOTE: This has been interpreted to mean–A student who has successfully completed the goals identified on an ind vidualized education program for high school completion shall be awarded a diploma.

Academic Requirements

Basic academic requirements form a solid foundation for each school's education program. Schools shall meet exceed these requirements through carefully developed curricula and supportive resources.

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY (1) An elementary school shall have an educatio program that gives students the opportunity to meet the learner goals as defined in ARM 10.55.602 and the content ar performance standards.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE SCHOOL (1) A middle school, as defined in ARM 10.13.20 differs from a junior high school because middle school philosophy specifically addresses the unique nature of midd school children by focusing on their intellectual, social, emotional, and physical development. To put such philosoph into practice, a middle school must have flexibility to approach instruction and teaching in a variety of ways, to unde take interdisciplinary work, and to plan blocks of course work deriving from the intellectual, social, emotional, ar physical needs of middle school students. (Eff. 7/1/89)

(2) A middle school shall have an education program that gives students the opportunity to meet the learn goals as defined in ARM 10.55.602 in the program areas listed in (5) and the content and performance standards.

(3) A middle school minimum curriculum shall include the subjects below and maintain them in balance. Critic and creative thinking, career awareness, lifelong learning, and safety will be incorporated in the school program. (E 7/1/89)

(4) Schools using this standard to incorporate flexibility in quest of a quality program shall document the pr gram with curriculum guides, class schedules, and other means to maintain balance among and within the discipline outlined below. Such documentation shall be reviewed by the office of public instruction and approved by the board public education. The middle school curriculum must fall within the continuum of skills that are part of the K-12 progra in all disciplines. (Eff. 7/1/89)

(5) If the middle school program for grades 7 and 8 is funded at high school rates, the program shall include

(a) visual arts: including but not limited to art history, art criticism, aesthetic perception, and production;

(b) English language arts: including but not limited to literature, language study, reading, writing, listenin speaking and thinking;

(c) health enhancement;

(d) social studies;

(e) mathematics: including but not limited to written and mental computation and problem solving;

(f) music: including but not limited to general, instrumental, and vocal (emphasizing comprehensive mus elements, music history, criticism, aesthetic perception, and musical production);

(g) physical and life sciences;

(h) vocational/practical arts such as agriculture, business education, home economics, industrial arts, and ma keting;

(i) exploratory courses such as creative writing, dance, drama, photography; (Eff. 7/1/89)

(j) beginning 7/1/94, in addition, students shall have the opportunity to take a second language.

[Subject to Notice of Deferral]

10.55.903 BASIC EDUCATION PROGRAM: JUNIOR HIGH AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (1) The basic education program for junior high school and grades 7 and 8 budgeted at high school rates shall have an education program that gives students the opportunity to meet the learner goals as defined in ARM 10.55.602 in the program areas listed in (2) and the content and performance standards.

(2) Study areas identified as meeting the learner goals and content and performance standards include:

(a) English language arts: 1 unit each year in junior high and grades 7-8;

(b) social studies: 1 unit each year in junior high and grades 7-8;

(c) mathematics: 1 unit each year in junior high and grades 7-8;

(d) science: 1 unit each year in junior high and grades 7-8;

(e) health enhancement: 1/2 unit each year in junior high and grades 7-8;

(f) visual arts: 1/2 unit each year in junior high and grades 7-8;

(g) music: 1/2 unit each year in junior high and grades 7-8;

(h) vocational/practical arts: 1/2 unit each year in junior high and grades 7-8; (Eff. 7/1/89)

(i) beginning 7/1/94, in addition, students shall have the opportunity to take a second language, 1/2 unit each year in junior high and grades 7-8. **[Subject to Notice of Deferral]**

HIGH SCHOOLS

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

(1) The basic education program for each high school shall be at least 20 units of course work that give students the opportunity to meet the learner goals set forth in the program area standards as defined in ARM 10.55.602 and the content and performance standards. [Noted in ARM as 10.55.904(3)]

(2) Study areas shall include at least the following: [Noted in ARM as 10.55.904(4)]

(a) 4 units of English language arts;

(b) 3 units of mathematics;

(c) 3 units of science;

(d) 3 units of social studies;

(e) 2 units of vocational/practical arts;

(f) 2 units of fine arts;

(g) 1 unit of health enhancement;

(h) 2 units of second language. [Noted in ARM as 10.55.904(4)(h)] **[Subject to Notice of Deferral]**

10.55.905 GRADUATION REQUIREMENTS (1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that meet the required learner goals and the content and performance standards.

(2) In order to meet the learner goals as defined in ARM 10.55.602 and the content and performance standards, the following 13 units shall be part of the 20 units required for all students to graduate:

(a) 4 units of English language arts;

(b) 2 units of mathematics;

(c) 2 units of social studies;

(d) 2 units of science;

(e) 1 unit of health enhancement, with 2 units each year for two years;

(f) 1 unit of fine arts;

(g) 1 unit of vocational/practical arts.

(3) Units of credit earned in any Montana high school accredited by the board of public education shall be accepted by all Montana high schools. (Eff. 7/1/89)

(4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment. (Eff. 7/1/89)

10.55.906 CREDIT: HIGH SCHOOL, JUNIOR HIGH AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (1) General credits:

(a) a high school shall require a minimum of 20 units of credit for graduation, including ninth grade units. A unit credit shall be given for satisfactory completion of a full-unit course.

(b) a unit of credit is defined as the equivalent of at least 225 minutes per week for one year.

(c) passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.

(2) Fractional credit may be given to:

(a) a student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local administrator's permission.

(3) Credit waiver:

(a) each governing authority may waive specific course requirements based on individual student needs a performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations the students and shall be in consultation with the parents or guardians.

(4) Alternative credit:

(a) with the permission of the school district trustees, a student may be given credit for a course satisfactor completed in a period of time shorter or longer than normally required and, provided that the course meets the distric curriculum and assessment requirements, which are aligned with the learner goals and content and performan standards stated in the education program. Examples of possible acceptable course work include accredited corr spondence and extension courses, adult education, summer school, work study, specially designed courses and ch lenges to current courses. Any acceptable program must be consistent with local board policy.

(b) any Montana high school shall accept such units of credit taken with the approval of the accredited Montar high school in which the student was then enrolled and which appear on the student's official transcript. (Eff. 7/1/89

10.55.907 DISTANCE LEARNING (1) Distance learning may be used as part of the instructional program.

(a) school districts utilizing distance learning are required to report to the office of public instruction via th annual fall report;

(2) Schools shall meet the following criteria:

(a) distance learning course(s) meet(s) the learner goals and content and performance standards articulated the accreditation rules;

(b) the distance learning classroom environment meets health and safety standards and provides effectiv access of students to instruction;

(c) the teachers of distance learning courses are certified and appropriately endorsed in Montana or are eligib for certification and appropriate endorsement from the sending state or resident state and have experience in deliverir instruction via distance learning. If the teacher of a distance learning course cannot meet any of the above certificatic criteria, then the facilitator in the receiving classroom must be certified in Montana at the appropriate level, but n necessarily endorsed in the area of assignment;

(d) local facilitators, who assist students in receiving the instruction on site, have adequate preservice trainir and local supervision;

(e) schools evaluate the course(s), teacher(s) and facilitator(s) according to local school district policy and/c locally negotiated agreements as may be applicable.

School Program Area Standards

Much of the accreditation process is based on a school's ability to meet the fundamental learner goals set forth the Program Area Standards that follow. The standards are minimums and not the only goals a school should set for i students.

The Program Area Standards give guidance in identifying subject matter and degrees of sophistication to b emphasized at each level of the education program.

For organizational purposes, the Program Area Standards are outlined by learner areas. They do not intend i specify course titles unless noted otherwise.

10.55.1001 DISTRICT'S RESPONSIBILITIES FOR PROGRAM AREA STANDARDS (1) It is the school district' task to incorporate all required learner goals, as defined in ARM 10.55.602, and content and performance standards fc reading and mathematics into its curriculum, implementing them sequentially. (At least one component a year, begir ning 7/1/91; Eff. 7/1/99.)

10.55.1002 CROSS-CONTENT AND THINKING SKILLS

All disciplines in the education program are interdependent and empowered by the application of creative an critical thinking skills. Subjects cannot be taught in isolation; they do, in fact, overlap and find their greatest value whe they are part of an integrated program of knowledge, skills, and opportunities that challenge students. To this end:

(1) Recognizing that the interdependence of skills and content is essential to an effective education progran the school district shall consider ways to develop curricula that integrate program area skills across curricular conter and that give students opportunities to use these skills in meaningful contexts that relate to the world around them.

(2) The school district shall develop curricula at all grade levels and in all program areas that encourage stu dents to understand and apply thinking and problem solving skills. The curricula shall allow students to:

(a) identify and define a problem;
(b) learn methods of gathering, analyzing, and presenting information;
(c) practice logical, creative, and innovative thinking and problem solving skills in a variety of situations;
(d) apply the skills of decision making and reasoning. (At least one component a year, beginning 7/1/91; Eff. 7/9.)

The specific program areas address thinking skills in greater detail. Schools are encouraged to use these sections to guide total curricular development.

Communication Arts: Program

Language is at the core of successful schooling and living. Through language, humans learn beyond their own direct experiences; through their skills, concepts, and experiences in the communication arts, students become educated not merely in "English," but in all subject areas. Thus, effective communication arts programs have a very high priority in the curricula of Montana schools.

The education program in Communication Arts encompasses the study of languages and literatures, the development of reading, writing, listening, and speaking skills, effective media use, and the nurturing of creative, logical, and critical thinking.

RULE 10.55.1101 COMMUNICATION ARTS PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a school's communication arts program shall:
(a) Be literature-based and include a wide variety of fiction and nonfiction, representing diverse cultures of Montana, the United States, and the world;
(b) Create a "whole language" environment that integrates communication skills in all subject areas and that gives students extensive opportunities to use these skills in meaningful contexts;
(c) Encourage reading as a search for information, meaning, and pleasure. The program will provide literature of high quality, which is enriching for every age and ability level;
(d) Include a writing program that emphasizes process and focuses on the communication of ideas;
(e) Include an oral language program that involves students in a variety of speaking, listening, and viewing activities;
(f) Give students opportunities to pursue their special gifts and interests through co-curricular offerings such as drama, speech, debate, journalism, literary publications, and humanities;
(g) Provide programs that enable students to use their communication arts skills in the community and in the world.
(h) Take advantage of the offerings of special groups in education, business, and industry;
(i) Be accomplished by activities such as creative drama, cooperative learning, small-group discussion, whole-language experience, and cross-content projects;
(j) Use the language of students with limited English proficiency to develop more diverse English language skills.

Fine Arts: Program

The Fine Arts provide a means of expression and communication that goes beyond speaking and writing. The Fine Arts are our most illuminating and universal form of language; through them we transmit to our children our cultural heritage and humanity.

The Fine Arts dynamically cultivate all of the senses, emotions, and intelligences. They are the means by which students develop literacy in the symbol systems fundamental to higher order and critical thinking. And, they constitute a dimension of learning which extends and fulfills human experience unlike that of any other discipline.

The Fine Arts are not complete until understandings are found between and among the arts and they are integrated with other Program Areas.

RULE 10.55.1201 FINE ARTS PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) A basic program in fine arts includes:
(a) Visual arts (drawing, painting, printmaking, photography, film, electronic media, sculpture, two- and three-dimensional construction, applied design, and kinetic and performance art);
(b) Performing arts, including music (choral music, instrumental music, and music appreciation); theater (drama, play production); and creative movement;

(c) Literary arts (poetry, prose, drama);
(d) Instruction that incorporates fine arts' history, criticism, production, performance, and aesthetics.

Health Enhancement: Program

Health Enhancement teaches children the importance of achieving and maintaining a healthy lifestyle. It he them actively protect, maintain, and improve their health and sensitizes them to society's critical health issues.

The Health Enhancement program is a comprehensive program that combines the disciplines of health a physical education. The present separation of these two critical elements is not in the best interests of our childr Healthy, well-nourished children learn better. A healthy state transcends the physical and includes mental, soc physical, and intellectual dimensions of self. Quality of life, health care, and the containment of health care costs will major issues for all Montanans in the next century. By sensitizing our children to health care issues and establish and encouraging health behaviors that can be maintained throughout life, we can positively influence Montana's futu

RULE 10.55.1301 HEALTH ENHANCEMENT PROGRAM (In accordance with ARM 10.55.603 and AR 10.55.1001) (1) In general, a basic health enhancement program shall:

(a) Integrate lifestyle management throughout the curriculum;
(b) Focus on the total self and the development of responsibility, values, attitudes, and behaviors;
(c) Give students decision-making tools for personal health;
(d) Address intellectual, social, emotional, and physical dimensions of healthy lifestyles.

RULE 10.55.1302 HEALTH ENHANCEMENT PARTICIPATION (In accordance with ARM 10.55.603 and AR 10.55.1001) (1) Each student shall participate in a health enhancement program which is based on age, ability, a aptitude.

Mathematics: Program

Mathematics gives students the skills necessary to solve problems, to reason inductively and deductively, and apply the numerical and spatial concepts necessary to function according to their needs in a technological society.

Priorities for basic mathematical skills include more than computation. A technological society requires daily u of skills such as estimating, problem solving, organizing and interpreting data, measuring, predicting, and applyi mathematics to everyday situations.

Mathematics is a dynamic, growing, and changing discipline whose cross-curricular significance requires its in gration into all academic areas. An effective curriculum is responsive to recent developments in mathematical kno edge, the needs of an information society, the availability of technology such as computers and calculators, and cludes relevant applications of mathematics.

RULE 10.55.1401 MATHEMATICS PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) a basic mathematics program, students:

(a) Become mathematical problem solvers;
(b) Learn to communicate mathematically;
(c) Learn to reason mathematically;
(d) Learn to value mathematics;
(e) Become confident in their ability to do mathematics;
(f) Select and use appropriate technology to solve problems and acquire new knowledge.

Science: Program

Science is a creative process used to investigate natural phenomena, resulting in the formation of theories verified by directed observations. These theories are challengeable and changeable. Data used to support or contradict them must be reproducible.

Although science as a body of knowledge is ever changing, the processes of science are constant. In scientifi procedure, a problem is identified, pertinent data is gathered, hypothesis is formulated, experiments are performed the results are interpreted, and conclusions are drawn.

Science education strengthens students' basic investigative skills and fosters their understandings of and

terest in the world. They acquire and apply critical thinking and problem-solving skills and information critical to irvival in a technological society.

RULE 10.55.1501 SCIENCE PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) A basic ogram in science gives students the opportunity to:

(a) Use scientific processes and communicate how they are used to develop scientific knowledge;

(b) Develop the use of science skills to enhance his/her ability to think logically, critically, and creatively;

(c) Recognize that scientific knowledge is continually subject to review, verification, and revision;

(d) Gather reliable information in all areas of the sciences, using chemicals, laboratory equipment and hands-n activities safely and appropriately;

(e) Show competence in measurement and mathematics;

(f) Gain and convey information through oral, written, and graphic communication;

(g) Recognize the character of independent and dependent variables;

(h) Understand the core concepts of current scientific knowledge and use them in problem solving and decision aking;

(i) Identify problems of individual or social importance and select and apply appropriate scientific techniques to vestigate these problems;

(j) Understand the interactions of science, technology, and society;

(k) Explore the use of science-related skills effectively in careers, leisure activities, and lifelong learning.

Social Studies: Program

Social studies draws on the social sciences (economics, history, political science, geography, sociology, anthro-ology, psychology) and the humanities (theory, literature, the arts, and philosophy). The social studies cover United States studies, global studies and the social science disciplines.

RULE 10.55.1601 SOCIAL STUDIES PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) A basic program in social studies gives the student an opportunity to:

(a) Participate in meaningful first-hand and hands-on learning activities that draw on experiences in the home, chool, neighborhood, and the world;

(b) Participate in committee work, role playing, creative drama, classroom discussion, and interviews;

(c) Develop research skills, which may include the gathering and recording of information from a variety of ources such as films, pictures, oral and written literature, music, and field trips;

(d) Develop citizenship skills through sharing, acceptance of responsibility, cooperative learning, compromis-ng, conflict resolution, and decision making;

(e) Enhance his/her communication skills through drawing, acting, reading, writing, listening, and speaking.

(f) Use topics that engage his/her interests and extend personal context for learning to a global realm. Learning ctivities are varied and involve the student intellectually, socially, and physically;

(g) Nurture an understanding of the contemporary and historical traditions and values of Native American cul-ures and other minority cultures of significance to Montana and to society.

Vocational/Practical Arts: Program

The Vocational/Practical Arts is a program of articulated, well-planned, coordinated, and sequential experiences hat prepare students for successful participation in community, home, life, postsecondary education, and work.

The Vocational/Practical Arts include Agriculture, Business and Office Education, Home Economics and Wage Earning Home Economics, Industrial Arts and Technology, Marketing, Trades and Industry, and Traffic Education.

Vocational/Practical Arts serve students who want, need, and/or benefit from foundations for career planning; ommunication and computation skills and technical literacy; personal skills and attitudes; broad and specific occupa-onal skills and knowledge; and employment skills, including self-employment.

RULE 10.55.1701 VOCATIONAL/PRACTICAL ARTS PROGRAM (In accordance with ARM 10.55.603 and ARM 0.55.1001) (1) In general a basic program in vocational/practical arts shall:

(a) . Be an integral part of the education program and a complement to the academic program;

(b) Motivate students, provide exploratory experiences, and increase career planning and employment skills;

(c) Be a cooperative effort of business, industry, and schools, contributing to Montana's economic develop-ment;

(2) The program shall give students the opportunity to:

(a) Develop their vocational aptitudes to the highest level possible in order to promote success in their po: secondary living experience;

(b) Increase their abilities to function successfully in home, social, and consumer environment;

(c) Develop student leadership skills through curricular and vocational organization activities that encoura active interest in the community and in the value of good citizenship;

(d) Learn to use leisure time in a worthwhile manner;

(e) Become motivated to master academic skills and demonstrate the practical application of those skills in working and living environment;

(f) Apply critical thinking, decision making, and problem-solving skills to vocational education and occupatior

(g) Develop positive attitudes toward work, respect for quality workmanship, and effective interpersonal skill

(h) Develop an understanding of safe, efficient, and courteous highway use as a passenger, pedestrian, cycli or motor vehicle operator.

Library/Media: Program

The pleasure of reading, viewing, and listening, and the ability to use and manage information are essential f students to function in a global community.

RULE 10.55.1801 LIBRARY/MEDIA PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (Library/media services bring together the resources and technology that enable a student to:

(a) Read for the sake of enjoyment and enrichment;

(b) Read, listen, and view critically;

(c) Learn effective ways to find information and material to meet his/her unique needs;

(d) Organize, analyze, and interpret information;

(e) Integrate information across content areas;

(f) Reach conclusions;

(g) Become a lifelong learner;

(2) To help students achieve learner goals, the library/media program shall:

(a) Teach library/media skills in sequence and in the context of the K-12 curriculum;

(b) Support and enrich all areas of the school program;

(c) Integrate library/media instruction across content areas;

(d) Involve students in literature and reading, with the opportunity to be advised about reading in an unstru tured, informal setting;

(e) Encourage a love of reading and an appreciation of literature;

(f) Give students the opportunity to identify and meet personal information needs.

Guidance: Program

Students of all ages must make many choices that affect their lives, now and in the future. Comprehensiv guidance programs are a way to serve the divergent and changing needs of students.

The student is the focus and purpose of a K-12 guidance program, and all students should benefit from It. Throug all levels and in all areas, students shall continue to build upon previous learner goals. Also, because citizenship skil are important to personal and social development, see "Social Studies" program standards.

RULE 10.55.1901 DEFINITION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Guidance cour seling is the specific educational service that helps individual students develop their personal, social, educational, an career/life planning skills.

School Facilities and Records

RULE 10.55.2001 SCHOOL FACILITIES (1) School facilities shall be constructed, maintained, and supervised i accordance with all applicable local, state, and national codes, regulations, and laws. *See Appendix C.*

(2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.

(3) The board of trustees shall provide for educational facilities which are pleasant and reasonably safe for the nduct of the educational and extracurricular activities of students, and which will meet federal accessibility standards.

(4) The school shall provide the necessary equipment for emergency nursing care and first aid.

(5) When the board of trustees considers major remodeling or building a facility, it shall seek facility expertise in affected program areas as well as comments from faculty, students, and community.

(6) The board of trustees shall have in writing a policy that defines the use of school facilities and resources.

RULE 10.55.2002 STUDENT RECORDS (1) Each school shall keep a permanent file of students' records, which all include the name and address of the student, his/her parent or guardian, birth date, academic work completed, vel of achievement (grades, standardized achievement tests), immunization records as per 20-5-406 MCA, and tendance data.

(2) Student records shall be kept in a fire resistant file or vault in the school building or, for rural schools, in the unty superintendent's office. The board of trustees shall establish policies and procedures for the use and transfer of udent records, which are in compliance with state and federal laws governing individual privacy.

(3) All inactive permanent records from a school that closes shall be sent to the county superintendent or the propriate county official.

RULE 10.55.2003 SPECIAL EDUCATION RECORDS (1) A separate records file shall be maintained for each udent receiving special education and/or related services. As a minimum, each record will contain the materials quired by federal and state special education laws.

(2) Records will be maintained in a secure and confidential manner.

(3) The board of trustees shall establish written procedures for the destruction of confidential records. Records e to be kept for a minimum of five years after termination of special education services or after age 18 or legal age. *ee Appendix E.*

CONTENT AND PERFORMANCE STANDARDS

General Provisions

10.54.2001 through 10.54.2500 reserved

10.54.2501 EXPLANATION OF THE CONTENT AND PERFORMANCE STANDARDS (1) The content and erformance standards shall be used by school districts to develop local curriculum and assessment in all the content eas including: communication arts (reading, English language, second language, literature, writing, listening, speak-g); fine arts; guidance; health enhancement; library media; mathematics; media; science; social studies; technology; nd vocational/practical arts. The K-12 content standards describe what students shall know, understand and be able do in these content areas. Benchmarks define the expectations for students' knowledge, skills, and abilities along a evelopmental continuum in each content area. Progress toward meeting these standards is measured at three points ong that continuum: the end of grade 4, the end of grade 8, and upon graduation. Performance standards explicitly efine the quality of student performance and describe the performance to be demonstrated. Performance level de-criptions provide a picture or profile of student achievement at the four performance levels: advanced, proficient, earing proficiency, and novice.

10.54.2502 DEFINITIONS (1) "Benchmark" means expectations for a student's knowledge, skills, and abilities ong a developmental continuum in each content area. That continuum is focused at three points: the end of grade 4, e end of grade 8, and upon graduation (grade 12).

(2) "Content standard" means what a student should know, understand, and be able to do in a specific content rea, such as reading, mathematics, or social studies.

(3) "Performance level" means the level of achievement in broad, general terms.

(a) "Advanced level" means superior performance;

(b) "Proficient level" means solid academic performance for each benchmark, reaching levels of demonstrated ompetency over challenging subject matter, including subject-matter knowledge, application of such knowledge to eal-world situations, and analytical skills appropriate to the subject matter;

(c) "Nearing proficiency level" means a student has partial mastery of the prerequisite knowledge and skills ndamental for proficient work at each benchmark; and

(d) "Novice level" means a student is beginning to attain the prerequisite knowledge and skills that are funda-ental for work at each benchmark.

(4) "Performance standard" means the specific expectations for performance in each content area at each of e three benchmarks. Performance standards explicitly define the quality of performance and describe the perfor-ance to be demonstrated.

Reading Content and Performance Standards

10.54.3001 through 10.54.3009 Reserved

10.54.3010 READING CONTENT STANDARD 1 (1) To satisfy the requirements of reading content standard 1, student must be able to demonstrate that he/she constructs meaning as he/she comprehends, interprets, and re-ponds to what he/she reads.

10.54.3011 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The bench-ark for reading content standard 1 for a student at the end of grade 4 is the ability to:

(a) make predictions and connections between new material and previous information/experiences;

(b) incorporate new print/nonprint information into existing knowledge to draw conclusions and make applica-on;

(c) provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material;

(d) demonstrate basic understanding of main ideas and some supporting details; and

(e) accurately retell key elements of appropriate reading material.

10.54.3012 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The bench-ark for reading content standard 1 for a student at the end of grade 8 is the ability to:

(a) make predictions and clearly describe, with details, meaningful connections between new material a previous information/experiences;

(b) compare and contrast important print/nonprint information with existing knowledge to draw conclusions a make application;

(c) interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the readi material and compare responses with peers;

(d) demonstrate understanding of main ideas and select important supporting facts and details; and

(e) provide accurate, detailed summaries using key elements of appropriate reading material.

10.54.3013 BENCHMARK FOR READING CONTENT STANDARD 1 UPON GRADUATION (1) The benc mark for reading content standard 1 for a student upon graduation is the ability to:

(a) make predictions and describe inferences and connections within material and between new material and pre ous information/experiences;

(b) integrate new important print/nonprint information with existing knowledge to draw conclusions and make appli tion;

(c) provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providi examples of the way these influence one's life and role in society;

(d) demonstrate understanding of main ideas and formulate arguments using supporting evidence; and

(e) accurately paraphrase reading material, reflecting tone and point of view.

10.54.3014 through 10.54.3019 reserved

10.54.3020 READING CONTENT STANDARD 2 (1) To satisfy the requirements of reading content standarc a student must be able to demonstrate that he/she applies a range of skills and strategies to read.

10.54.3021 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benc mark for reading content standard 2 for a student at the end of grade 4 is the ability to:

(a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word pa and context to understand reading material;

(b) demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution);

(c) identify literary devices (e.g., figurative language and exaggeration);

(d) use features and organization of fiction and nonfiction material to comprehend (e.g., paragraphs, chapte titles, indices, tables of contents, graphs, charts, visuals);

(e) adjust fluency, rate, and style of reading to the purpose of the material with guidance;

(f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and referer sources (e.g., dictionary, thesaurus, glossary);

(g) identify and apply reading strategies, including decoding words, self-correcting, and rereading to comp hend; and

(h) ask questions and check predictions prior to, during, and after reading.

10.54.3022 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benc mark for reading content standard 2 for a student at the end of grade 8 is the ability to:

(a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word pa and context to understand reading material;

(b) demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of vie conflict);

(c) identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue);

(d) use features and organization of fiction and nonfiction material to comprehend complex material (e.g., pa graphs, chapters, titles, indices, tables of contents, graphs, charts, visuals);

(e) adjust fluency, rate and style of reading to the content and purpose of the material;

(f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and referer sources, and construct general and specialized vocabularies related to specific academic areas, culture, and techr ogy;

(g) use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using c text, and adjusting rate; and

(h) ask questions, check predictions, and summarize information prior to, during, and after reading.

10.54.3023 BENCHMARK FOR READING CONTENT STANDARD 2 UPON GRADUATION (1) The ben mark for reading content standard 2 for a student upon graduation is the ability to:

(a) decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, d connotation and denotation, and context to understand reading material;

(b) identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict);

(c) identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, nor, dialogue, satire, symbolism);

(d) use features and organization of fiction and nonfiction material to comprehend increasingly complex mate- (e.g., paragraphs, chapters, titles, indices, tables of contents, graphs, charts, visuals, methods of organization);

(e) adjust fluency, rate and style of reading to content and purpose of the material;

(f) develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference rces, and expand and refine vocabulary related to specific academic areas, culture, and technology;

(g) use a variety of reading strategies to comprehend complex material, including self-correcting, rereading, ng context, and adjusting rate; and

(h) ask questions, check predictions, summarize, and reflect on information to monitor progress while taking ponsibility for directing one's own reading.

10.54.3024 through 10.54.3029 reserved

10.54.3030 READING CONTENT STANDARD 3 (1) To satisfy the requirements of reading content standard 3, tudent must be able to demonstrate that he/she sets goals, monitors, and evaluates his/her progress in reading.

10.54.3031 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The bench- rk for reading content standard 3 for a student at the end of grade 4 is the ability to:

(a) articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guid- ce from the teacher;

(b) describe reading successes and set reading goals; and

(c) select authors, subjects, print and nonprint material to share with others.

10.54.3032 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The bench- rk for reading content standard 3 for a student at the end of grade 8 is the ability to:

(a) articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek dance as needed;

(b) monitor reading successes and set reading goals; and

(c) select authors, subjects, and print and nonprint material, expressing reasons for recommendations.

10.54.3033 BENCHMARK FOR READING CONTENT STANDARD 3 UPON GRADUATION (1) The bench- rk for reading content standard 3 for a student upon graduation is the ability to:

(a) articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own ding;

(b) analyze reading successes and attainment of reading goals; and

(c) select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and rmation and insights gained.

10.54.3034 through 10.54.3039 reserved

10.54.3040 READING CONTENT STANDARD 4 (1) To satisfy the requirements of reading content standard 4, tudent must be able to demonstrate that he/she selects, reads, and responds to print and nonprint material for a iety of purposes.

10.54.3041 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The bench- rk for reading content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits);

(b) solve a problem or answer a question through reading (e.g., signs, labels, instruction);

(c) perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts);

(d) read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in ditional and contemporary literature;

(e) read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, maga- es); and

(f) read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, les, schedules, other technological material).

10.54.3042 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The ben mark for reading content standard 4 for a student at the end of grade 8 is the ability to:

(a) establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, shar and reflecting upon the reading);

(b) read to organize and understand information, and to use material to investigate a topic (e.g., referer material, manuals, public documents, newspapers, magazines, electronic information);

(c) read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manu catalogs);

(d) read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literatu

(e) identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change),

(f) read and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handboo newspapers, other information); and

(g) identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tabl policy statements, television, internet).

10.54.3043 BENCHMARK FOR READING CONTENT STANDARD 4 UPON GRADUATION (1) The ben mark for reading content standard 4 for a student upon graduation is the ability to:

(a) integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading a leisure activity, sharing and reflecting upon the reading);

(b) read to evaluate appropriate resource material for a specific task;

(c) locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference ma rial, pamphlets, book excerpts, articles, letters, electronic information);

(d) read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., sch ules, maps, instructions, consumer reports, technical manuals);

(e) read, analyze, evaluate, and provide oral, written, and/or artistic responses to traditional and contempor literature;

(f) read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring theme

(g) read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters the editor, posters); and

(h) locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flo charts, television, internet).

10.54.3044 through 10.54.3049 reserved

10.54.3050 READING CONTENT STANDARD 5 (1) To satisfy the requirements of reading content standard a student must be able to demonstrate that he/she gathers, analyzes, synthesizes, and evaluates information fror variety of sources, and communicates his/her findings in ways appropriate for his/her purpose and audience.

10.54.3051 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The ben mark for reading content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and summarize similarities and differences using a single element such as character within a t and between sources of information;

(b) make connections, integrate, and organize information from multiple sources;

(c) recognize authors' points of view; and

(d) distinguish fact from opinion in various print and nonprint material.

10.54.3052 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The ben mark for reading content standard 5 for a student at the end of grade 8 is the ability to:

(a) compare and contrast information and textual elements in print and nonprint material;

(b) make connections, explain relationships among a variety of sources, and integrate similar information;

(c) recognize authors' points of view and purposes;

(d) recognize authors' use of language and literary devices to influence readers; and

(e) recognize, express, and defend a point of view.

10.54.3053 BENCHMARK FOR READING CONTENT STANDARD 5 UPON GRADUATION (1) The ben mark for reading content standard 5 for a student upon graduation is the ability to:

(a) compare and contrast information and broad themes within and among a variety of information sources

(b) logically synthesize information from a complex range of print and nonprint sources;

(c) apply basic principles of formal logic to print and nonprint material; and

(d) analyze use of evidence, logic, language devices, and bias as strategies to influence readers.

10.54.3054 through 10.54.3086 reserved

10.54.3087 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-de student at the advanced reading level demonstrates superior performance. He/she:
(a) demonstrates self-motivation and emerging independence as a learner;
(b) uses a rich and varied reading and listening vocabulary;
(c) critically evaluates reading material and provides thorough and thoughtful responses to the text;
(d) critically judges and provides thorough, effective, and thoughtful oral, written, and/or artistic responses to ding material;
(e) fluently and effectively applies, articulates, and self-monitors decoding and comprehension strategies;
(f) accurately assesses and makes needed changes in reading strategies;
(g) generalizes topics, concepts, and feelings in reading selections to a variety of situations;
(h) consistently evaluates and monitors reading progress;
(i) eagerly sets and meets personal reading goals;
(j) chooses and successfully reads a variety of material for information and pleasure;
(k) identifies a variety of purposes for reading;
(l) recognizes how authors compose and use literary devises for a variety of purposes;
(m) compares and contrasts information from several sources of reading; and
(n) distinguishes fact from opinion.

10.54.3088 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-de student at the proficient reading level demonstrates solid academic performance. -He/she:
(a) uses a substantial reading and listening vocabulary appropriate to fourth-grade level;
(b) demonstrates an overall understanding of the reading material, providing inferential as well as literal infor-ion;
(c) applies reading strategies and methods when reading content area material;
(d) effectively applies, articulates, and self-monitors decoding and comprehension strategies with grade-level erial;
(e) identifies a variety of purposes for reading;
(f) self-selects appropriate reading material to meet a variety of purposes;
(g) recognizes an author's purpose;
(h) compares and integrates information from reading sources at grade level;
(i) extends ideas in the reading material by making inferences, drawing conclusions, and making connections is/her own experiences; and
(j) distinguishes fact from opinion.

10.54.3089 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) urth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge skills fundamental for proficient reading. He/she:
(a) articulates the overall meaning of the reading material;
(b) uses a basic vocabulary to support content area reading material;
(c) recognizes, applies, and self-monitors strategies to decode and to comprehend at or near grade-level mate-

(d) usually demonstrates an understanding of the elements of fiction and nonfiction;
(e) makes obvious connections between the reading material and personal experiences, and extends these as by making simple inferences;
(f) self-selects appropriate reading material to meet a specific purpose;
(g) sometimes recognizes the author's purpose;
(h) often defines a purpose for reading;
(i) inconsistently compares and integrates information between sources; and
(j) sometimes distinguishes fact from opinion.

10.54.3090 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth-grade dent at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for ding at each benchmark. He/she:
(a) shows strength in detail, but not main idea;
(b) randomly applies, articulates, and self-monitors decoding and comprehension strategies, seldom integrat-

ing, and using one strategy at a time;

(c) sometimes demonstrates an understanding of the elements of fiction and nonfiction;

(d) often limits reading selections;

(e) sometimes defines a purpose for reading;

(f) recognizes, with coaching, an author's purpose;

(g) compares and integrates, with coaching, information from two sources at his/her reading level; and

(h) distinguishes, with coaching, fact from opinion at his/her reading level.

10.54.3091 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eigh grade student at the advanced reading level demonstrates superior performance. He/she:

(a) demonstrates self-motivation and independence as a learner;

(b) describes abstract themes and ideas of the overall reading selection;

(c) consistently makes accurate predictions and connections between new material and prior knowledge, int prets stated and inferred main ideas, and identifies important supporting details when reading material beyond eighth grade;

(d) flexibly combines and monitors a variety of strategies to fluently and critically read material with compreh sion, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eighth- gra level;

(e) articulates and evaluates the strategies used to monitor reading progress;

(f) sets and meets reading goals;

(g) consistently self-selects a variety of material, defines purposes for reading them, and provides thorou thoughtful, and extensive responses;

(h) analyzes both meaning and form and supports that analysis explicitly with examples from the reading ma rial;

(i) provides thorough, thoughtful, and extensive responses to the reading material; and

(j) compares, contrasts, integrates, evaluates, and extends information, language, and point of view from ma print or nonprint sources by relating it to his/her experiences and to world events.

10.54.3092 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eigh grade student at the proficient reading level demonstrates solid academic performance. He/she:

(a) consistently makes predictions and connections between new material and prior knowledge, locates a interprets stated and inferred main ideas, and identifies important supporting details when reading material appropri to the eighth grade;

(b) combines and monitors a variety of strategies to fluently read material with comprehension, interpret elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;

(c) articulates and evaluates the strategies used to monitor reading progress;

(d) sets and meets reading goals;

(e) self-selects appropriate material to meet reading purposes, and defines purposes for reading;

(f) compares, contrasts, and integrates information, language, and points of view from many print and nonpr sources by making clear inferences, drawing conclusions, and making connections to personal experiences, includi other reading experiences; and

(g) identifies some literary devices that authors use in composing text.

10.54.3093 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 8 An eighth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite kno edge and skills fundamental for proficient reading. He/she:

(a) demonstrates a literal understanding of the reading material and makes some interpretations;

(b) makes some predictions and connections between new material and prior knowledge, usually locating m ideas, and identifies some important supporting details when reading material appropriate to the eighth grade;

(c) sometimes combines strategies to read material with comprehension;

(d) sometimes interprets elements of fiction and nonfiction, literary devices, and vocabulary at the eighth- gra level;

(e) sometimes articulates but seldom evaluates the strategies used to monitor reading progress;

(f) sets reading goals and sometimes meets them;

(g) sometimes self-selects appropriate material to meet a reading purpose; and

(h) compares information, language, and points of view between and among print or nonprint sources, seldom integrates information.

10.54.3094 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-grade ent at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for ing at each benchmark. He/she:

(a) demonstrates a literal understanding of the reading material;

(b) makes few predictions and connections between new material and prior knowledge, usually locating main s, but seldom identifies supporting details when reading material appropriate to the eighth grade;

(c) often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements ction and nonfiction and literary devises;

(d) uses a limited eighth-grade reading vocabulary;

(e) seldom articulates the strategies used to monitor reading progress;

(f) rarely sets or meets reading goals; and

(g) compares information, language, and point of view from two print or nonprint sources.

10.54.3095 ADVANCED READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating lent at the advanced reading level demonstrates superior performance. He/she:

(a) is self-motivated, an independent learner, and extends and connects ideas;

(b) describes abstract themes and ideas in the overall reading material;

(c) consistently makes, confirms, and revises complex predictions, supports inferences, and analyzes and evalu- causal relationships when reading increasingly complex material;

(d) consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, responds thoroughly, thoughtfully, and creatively to reading material;

(e) effectively monitors and flexibly uses a variety of strategies to interpret the language, literary characteristics, overall intent of print and nonprint material;

(f) uses an enriched reading vocabulary beyond the twelfth grade;

(g) successfully monitors his/her own reading progress;

(h) consistently sets ambitious reading goals as he/she selects, analyzes, and evaluates;

(i) self-selects material appropriate to a variety of reading purposes; and

(j) consistently applies complex thinking skills as he/she gathers, uses, and responds to information from a ety of sources.

10.54.3096 PROFICIENT READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating ent at the proficient reading level demonstrates solid academic performance. He/she:

(a) makes, confirms, and revises predictions, explains inferences, and analyzes causal relationships when ling material appropriate to twelfth grade;

(b) usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to ling material;

(c) monitors and uses a variety of strategies to interpret the language, literary characteristics, and overall intent rint and nonprint material;

(d) uses a substantial reading vocabulary appropriate to twelfth grade;

(e) monitors his/her own reading progress;

(f) sets and consistently meets reading goals;

(g) selects, analyzes, and evaluates material appropriate to a variety of reading purposes;

(h) applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources;

(i) analyzes the author's use of literary devises.

10.54.3097 NEARING PROFICIENCY READING PERFORMANCE STANDARDS UPON GRADUATION (1) A luating student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and s fundamental for proficient reading. He/she:

(a) makes predictions, identifies inferences, and describes causal relationships when reading material appro- e to twelfth grade;

(b) frequently paraphrases accurately and formulates arguments with limited supporting evidence;

(c) monitors his/her reading but uses a limited variety of strategies to interpret the language, literary character- s, and overall intent of print and nonprint material;

(d) uses a limited twelfth-grade reading vocabulary;

(e) monitors his/her own reading progress and often sets reading goals while selecting, analyzing, and evaluat- material within a limited range of reading purposes;

(f) identifies elements of an author's style;

(g) responds creatively to reading material; and

(h) occasionally applies complex thinking skills while gathering, using, and responding to information fro variety of sources.

10.54.3098 NOVICE READING PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating s dent at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for read at each benchmark. He/she:

(a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationsh when reading material appropriate to twelfth grade;

(b) sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provi simple responses to reading material;

(c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret language, literary characteristics, and overall intent of print and nonprint material with limited success;

(d) uses a reading vocabulary below twelfth-grade level;

(e) sometimes monitors his/her own reading progress;

(f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limi range of reading purposes; and

(g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, u and respond to information from a limited number of sources.

Mathematics Content and Performance Standards

10.54.4001 through 10.54.4009 reserved

10.54.4010 MATHEMATICS CONTENT STANDARD 1 (1) To satisfy the requirements of mathematics cont standard 1, a student must be able to demonstrate that he/she engages in the mathematical processes of probl solving and reasoning, estimation, communication, connections and applications, and uses appropriate technolog

10.54.4011 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 4 The benchmark for mathematics content standard 1 for a student at the end of grade 4 is the ability to:

(a) solve problems from many contexts using a variety of strategies (e.g., estimate, make a table, look fo pattern, simplify the problem) and explain the methods for solving these problems;

(b) apply estimation strategies throughout the problem-solving process;

(c) communicate mathematical ideas in a variety of ways (e.g., written, verbal, concrete, pictorial, graphic algebraic);

(d) recognize and investigate the relevance and usefulness of mathematics through applications, both in a out of school; and

(e) select and use appropriate technology to enhance mathematical understanding. Appropriate technolo may include, but is not limited to, paper and pencil, calculator, and computer.

10.54.4012 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR THE END OF GRADE 8 The benchmark for mathematics content standard 1 for a student at the end of grade 8 is the ability to:

(a) formulate and solve multi-step and nonroutine problems using a variety of strategies and generalize me ods to new problem situations;

(b) select and apply appropriate estimation strategies throughout the problem-solving process;

(c) interpret and communicate mathematical ideas and logical arguments using correct mathematical ter and notations;

(d) recognize and investigate the relevance and usefulness of mathematics through applications, both in a out of school; and

(e) select and use appropriate technology to enhance mathematical understanding. Appropriate technolo may include, but is not limited to, paper and pencil, calculator, computer, and data collection devices.

10.54.4013 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 UPON GRADUATION (1) T benchmark for mathematics content standard 1 for a student upon graduation is the ability to:

(a) recognize and formulate problems from situations within and outside mathematics and apply solution str egies to those problems;

(b) select, apply, and evaluate appropriate estimation strategies throughout the problem-solving process;

(c) formulate definitions, make and justify inferences, express generalizations, and communicate mathemati ideas and relationships;

(d) apply and translate among different representations of the same problem situation or of the same mathatical concept;

(e) model connections between problem situations that arise in disciplines other than mathematics; and

(f) select and use appropriate technology to enhance mathematical understanding. Appropriate technology y include, but is not limited to, paper and pencil, calculator, computer, and data collection devices.

10.54.4014 through 10.54.4019 reserved

10.54.4020 MATHEMATICS CONTENT STANDARD 2 (1) To satisfy the requirements of mathematics content ndard 2, a student must be able to demonstrate that he/she has an understanding of and an ability to use numbers d operations.

10.54.4021 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The nchmark for mathematics content standard 2 for a student at the end of grade 4 is the ability to:

(a) exhibit connections between the concrete and symbolic representation of a problem or concept;

(b) use the number system by counting, grouping, and applying place value concepts;

(c) model, explain, and use basic facts, the operations of addition and subtraction of whole numbers, and ntal mathematics;

(d) model and explain multiplication and division of whole numbers; and

(e) model and explain part/whole relationships in everyday situations.

10.54.4022 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The nchmark for mathematics content standard 2 for a student at the end of grade 8 is the ability to:

(a) use the four basic operations with whole numbers, fractions, decimals, and integers;

(b) use mental mathematics and number sense in using order of operations and order relations for whole mbers, fractions, decimals, and integers;

(c) use the relationships and applications of ratio, proportion, percent, and scientific notation; and

(d) develop and apply number theory concepts (e.g., primes, factors, multiples) in real-world and mathematical oblem situations.

10.54.4023 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 UPON GRADUATION (1) The nchmark for mathematics content standard 2 for a student upon graduation is the ability to:

(a) use and understand the real number system, its operations, notations, and the various subsystems; and

(b) use definitions and basic operations of the complex number system.

10.54.4024 through 10.54.4029 reserved

10.54.4030 MATHEMATICS CONTENT STANDARD 3 (1) To satisfy the requirements of mathematics content andard 3, a student must be able to demonstrate that he/she uses algebraic concepts, processes, and language to odel and solve a variety of real-world and mathematical problems.

10.54.4031 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The nchmark for mathematics content standard 3 for a student at the end of grade 4 is the ability to:

(a) use symbols (e.g., boxes or letters) to represent numbers in simple situations;

(b) explore the use of variables and open sentences to express relationships (e.g., missing addend); and

(c) use inverse operations and other strategies to solve number sentences.

10.54.4032 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The nchmark for mathematics content standard 3 for a student at the end of grade 8 is the ability to:

(a) understand the concepts of variable, expression, and equation;

(b) represent situations and number patterns using tables, graphs, verbal rules, equations, and models;

(c) recognize and use the general properties of operations (e.g., the distributive property);

(d) solve linear equations using concrete, numerical, and algebraic methods; and

(e) investigate inequalities and nonlinear relationships informally.

10.54.4033 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 UPON GRADUATION (1) The nchmark for mathematics content standard 3 for a student upon graduation is the ability to:

(a) use algebra to represent patterns of change;

(b) use basic operations with algebraic expressions;

(c) solve algebraic equations and inequalities: linear, quadratic, exponential, logarithmic, and power;
(d) solve systems of algebraic equations and inequalities, including use of matrices; and
(e) use algebraic models to solve mathematical and real-world problems.

10.54.4034 through 10.54.4039 reserved

10.54.4040 MATHEMATICS CONTENT STANDARD 4 (1) To satisfy the requirements of mathematics cont standard 4, a student must be able to demonstrate that he/she has an understanding of shape and an ability to u geometry.

10.54.4041 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 4 (1) T benchmark for mathematics content standard 4 for a student at the end of grade 4 is the ability to:
(a) describe, model, and classify two and three-dimensional shapes;
(b) investigate and predict results of combining, subdividing, and changing shapes; and
(c) identify lines of symmetry, congruent and similar shapes, and positional relationships.

10.54.4042 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 8 (1) T benchmark for mathematics content standard 4 for a student at the end of grade 8 is the ability to:
(a) identify, describe, construct, and compare plane and solid geometric figures;
(b) understand and apply geometric properties and relationships (e.g., the Pythagorean theorem);
(c) represent geometric figures on a coordinate grid;
(d) explore properties and transformations of geometric figures; and
(e) use geometry as a means of describing the physical world.

10.54.4043 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 UPON GRADUATION (1) T benchmark for mathematics content standard 4 for a student upon graduation is the ability to:
(a) construct, interpret, and draw three-dimensional objects;
(b) classify figures in terms of congruence and similarity and apply these relationships;
(c) translate between synthetic and coordinate representations;
(d) deduce properties of figures using transformations, coordinates, and vectors in problem solving; and
(e) apply trigonometric ratios (sine, cosine, and tangent) to problem situations involving triangles.

10.54.4044 through 10.54.4049 reserved

10.54.4050 MATHEMATICS CONTENT STANDARD 5 (1) To satisfy the requirements of mathematics conte standard 5, a student must be able to demonstrate that he/she has an understanding of measurable attributes and ability to use measurement processes.

10.54.4051 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 4 (1) T benchmark for mathematics content standard 5 for a student at the end of grade 4 is the ability to:
(a) estimate, measure, and investigate length, capacity, weight, mass, area, volume, time, and temperature;
(b) develop the process of measuring and concepts related to units of measurement, including standard ur (English and metric) and nonstandard units;
(c) apply measurement skills to everyday situations; and
(d) select and use appropriate tools and techniques.

10.54.4052 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 8 (1) T benchmark for mathematics content standard 5 for a student at the end of grade 8 is the ability to:
(a) estimate, make, and use measurements to describe, compare, and/or contrast objects in real-world situ tions;
(b) select and use appropriate units and tools to measure to a level of accuracy required in a particular settir
(c) apply the concepts of perimeter, area, volume and capacity, weight and mass, angle measure, time, a temperature;
(d) demonstrate understanding of the structure and use of systems of measurement, including English a metric;
(e) use the concepts of rates and other derived and indirect measurements; and
(f) demonstrate relationships between formulas and procedures for determining area and volume.

10.54.4053 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 UPON GRADUATION (1) The chmark for mathematics content standard 5 for a student upon graduation is the ability to:

(a) apply concepts of indirect measurements (e.g., using similar triangles to calculate a distance);

(b) use dimensional analysis to check reasonableness of procedures;

(c) investigate systems of derived measures (e.g., km/sec, g/cm^3); and

(d) apply the appropriate concepts of estimates in measurement, error in measurement, tolerance, and preci-
n.

10.54.4054 through 10.54.4059 reserved

10.54.4060 MATHEMATICS CONTENT STANDARD 6 (1) To satisfy the requirements of mathematics content ndard 6, a student must be able to demonstrate that he/she has an understanding of and an ability to use data lysis, probability, and statistics.

10.54.4061 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The chmark for mathematics content standard 6 for a student at the end of grade 4 is the ability to:

(a) collect, organize, and display data;

(b) construct, read, and interpret displays of data, including graphs;

(c) formulate and solve problems that involve collecting and analyzing data; and

(d) demonstrate basic concepts of chance (e.g., equally likely events, simple probabilities).

10.54.4062 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The chmark for mathematics content standard 6 for a student at the end of grade 8 is the ability to:

(a) systematically collect, organize, and describe data;

(b) construct, read, and interpret tables, charts, and graphs;

(c) draw inferences, construct and evaluate arguments based on data analysis and measures of central ten-
cy;

(d) construct sample spaces and determine the theoretical and experimental probabilities of events; and

(e) make predictions based on experimental results or probabilities.

10.54.4063 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 UPON GRADUATION (1) The chmark for mathematics content standard 6 for a student upon graduation is the ability to:

(a) use curve fitting to make predictions from data;

(b) apply measures of central tendency and demonstrate understanding of the concepts of variability and corre-
on;

(c) select an appropriate sampling method for a given statistical analysis;

(d) use experimental probability, theoretical probability, and simulation methods to represent and solve prob-
s, including expected values;

(e) design a statistical experiment to study a problem and communicate the outcomes; and

(f) describe, in general terms, the normal curve and use its properties to answer questions about sets of data t are assumed to be normally distributed.

10.54.4064 through 10.54.4069 reserved

10.54.4070 MATHEMATICS CONTENT STANDARD 7 (1) To satisfy the requirements of mathematics content ndard 7, a student must be able to demonstrate that he/she has an understanding of and an ability to use patterns, ations, and functions.

10.54.4071 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 4 (1) The chmark for mathematics content standard 7 for a student at the end of grade 4 is the ability to:

(a) recognize, describe, extend, and create a variety of patterns; and

(b) represent and describe mathematical and real-world relationships.

10.54.4072 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 8 (1) The chmark for mathematics content standard 7 for a student at the end of grade 8 is the ability to:

(a) describe, extend, analyze, and create a variety of patterns and functions;

(b) describe and represent relationships with tables, graphs, and rules;

(c) analyze functional relationships to explain how a change in one quantity results in a change in another;

(d) use patterns and functions to represent and solve problems; and

(e) describe functions using graphical, numerical, physical, algebraic, and verbal models or representati

10.54.4073 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 UPON GRADUATION (1) benchmark for mathematics content standard 7 for a student upon graduation is the ability to:

(a) describe functions and their inverses using graphical, numerical, physical, algebraic, and verbal mathe cal models or representations;

(b) analyze the graphs of the families of polynomial, rational, power, exponential, logarithmic, and pe functions;

(c) analyze the effects of parameter changes on the graphs of functions and relations, including translati

(d) model real-world phenomena with a variety of functions; and

(e) use graphing for parametric equations, three- dimensional equations, and recursive relations.

10.54.4087 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (fourth-grade student at the advanced level in mathematics demonstrates superior performance. He/she:

(a) demonstrates self-motivation and emerging independence as a learner;

(b) accurately selects and uses problem-solving strategies;

(c) presents well-organized solutions and communicates in ways that exceed requirements;

(d) uses whole numbers accurately and fluently to estimate, compute, and determine whether results are a rate and reasonable;

(e) effectively applies basic algebraic concepts and clearly communicates representations in a variety of v

(f) examines relationships of shapes in the physical world and makes generalizations;

(g) selects and accurately uses appropriate tools for measurement;

(h) accurately predicts and makes reasonable decisions based on data; and

(i) articulately and fluently communicates representations, analyzes patterns, and clearly describes rela ships, and applies them to varied situations.

10.54.4088 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR THE END OF GRADE 4 fourth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she:

(a) selects and effectively uses appropriate problem-solving strategies;

(b) consistently presents organized solutions;

(c) uses whole numbers to estimate, compute, and determine whether results are accurate;

(d) applies basic algebra concepts and consistently communicates representations in a variety of ways;

(e) consistently examines and accurately uses relationships of shapes in the physical world;

(f) determines measurable attributes of objects and selects appropriate tools for measurement;

(g) consistently predicts and makes reasonable decisions based on data; and

(h) consistently uses a variety of patterns and describes their relationships.

10.54.4089 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR THE END GRADE 4 (1) A fourth-grade student at the nearing proficiency level in mathematics demonstrates partial maste the prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:

(a) sometimes selects and uses appropriate problem-solving strategies;

(b) sometimes presents organized solutions, but often with limited supporting information;

(c) uses whole numbers to estimate and compute, and results are usually reasonable;

(d) sometimes applies basic algebraic concepts, but seldom communicates representations;

(e) examines some shapes in the physical world, and sometimes sees relationships;

(f) determines measurable attributes of objects, but does not always select appropriate tools for measurem

(g) often makes inconsistent predictions and inaccurate decisions based on data; and

(h) uses a limited range of patterns, and sometimes describes relationships within those patterns.

10.54.4090 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fou grade student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that fundamental at each benchmark in mathematics. He/she:

(a) selects and uses only a few problem-solving strategies;

(b) often presents poorly organized solutions, often without supporting information or explanation;

(c) lacks clarity and coherence when communicating mathematical concepts;

(d) uses whole numbers to estimate and compute, but is frequently inaccurate;

(e) sometimes determines whether results are reasonable;

(f) demonstrates a basic algebraic understanding of concrete and symbolic representations, but often misc ceptions are present;

(g) describes, models, and classifies some shapes;
(h) determines some measurable attributes of objects, but often does not select appropriate tools for measure-
t;
(i) sometimes predicts, but often makes inaccurate decisions based on data; and
(j) recognizes and represents a limited range of patterns and describes relationships within those patterns, but
equently inaccurate.

10.54.4091 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An
th-grade student at the advanced level in mathematics demonstrates superior performance. He/she:
(a) demonstrates self-motivation and independence as a learner;
(b) is accurate and fluent when applying mathematical processes;
(c) effectively uses multiple strategies and extends concepts to new situations;
(d) explores hypothetical questions and articulates valid arguments;
(e) applies and extends rational numbers, proportionality, and algebraic concepts to solve real and theoretical
olems;
(f) applies complex measurement and geometric relationships to hypothetical situations;
(g) consistently makes accurate predictions and decisions based on basic probability and statistics; and
(h) recognizes interconnections within and outside mathematics.

10.54.4092 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (1)
eighth-grade student at the proficient level in mathematics demonstrates solid academic performance. He/she:
(a) effectively applies mathematical processes correctly
olve a variety of problems;
(b) applies mathematics in a variety of contexts;
(c) uses rational numbers, proportionality, and algebraic concepts to represent and accurately solve math-
atical problems;
(d) consistently and accurately uses complex measurement, geometric relationships, and properties to de-
be the physical world;
(e) formulates logical arguments using appropriate mathematical ideas; and
(f) consistently makes reasonable predictions and decisions based on basic probability and statistics.

10.54.4093 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE
(1) An eighth-grade student at the nearing proficiency level in mathematics demonstrates partial mastery of the
requisite knowledge and skills fundamental for proficient-level mathematics. He/she:
(a) often uses incomplete and incorrect mathematical processes to solve problems, often inaccurately;
(b) communicates mathematical ideas, but often inaccurately;
(c) makes connections, but does not generalize and often his/her arguments lack appropriate supporting math-
atical ideas;
(d) sometimes understands and correctly uses numbers, operations, patterns, relations, and functions;
(e) sometimes uses inaccurate or incomplete representations of rational numbers, proportionality, and alge-
ic concepts to solve mathematical problems;
(f) sometimes has difficulty recognizing complex measurement and geometric relationships and properties
ich result in inaccurate solutions; and
(g) makes simple predictions and decisions based on basic probability and statistics.

10.54.4094 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth-
ade student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are
damental to each benchmark in mathematics. He/she:
(a) demonstrates limited and incomplete use of mathematical processes;
(b) communicates mathematical ideas, but they are often limited and incomplete;
(c) sometimes uses numbers, operations, patterns, relations, and functions accurately;
(d) makes only immediate, concrete, mathematical connections;
(e) seldom uses algebraic concepts to solve problems; and
(f) makes simple and inconsistent predictions and decisions, often inaccurately, based on data, and seldom
cognizes complex measurement, geometric relationships, or properties.

10.54.4095 ADVANCED MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A gradu-
ng student at the advanced level in mathematics demonstrates superior performance. He/she:
(a) is self-motivated, an independent learner, and extends and connects ideas;

(b) is accurate, articulate, and effective when applying mathematical processes;

(c) effectively uses multiple strategies, extends concepts to new situations, and skillfully communicates results;

(d) explores hypothetical questions, uses complex reasoning to articulate valid arguments, and constructs pr

(e) uses appropriate technology to apply functions, graphs, and algebraic concepts to solve real and theore problems;

(f) applies complex measurement and geometric and algebraic relationships to model a variety of probl and situations;

(g) consistently makes accurate and reasonable predictions and decisions based on data, probability, and tistics; and

(h) recognizes interconnections within and outside mathematics.

10.54.4096 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A gra ating student at the proficient level in mathematics demonstrates solid academic performance. He/she:

(a) consistently applies mathematical processes correctly to solve a variety of problems and communicate results;

(b) applies mathematics in a variety of contexts;

(c) consistently uses appropriate technology to apply functions, graphs, and algebraic concepts to solve and theoretical problems;

(d) uses complex reasoning to formulate logical arguments and proofs using appropriate mathematical ide

(e) consistently applies complex measurement and geometric and algebraic relationships to model a variet problems and situations;

(f) makes reasonable predictions and decisions based on data, probability, and statistics; and

(g) recognizes interconnections within and outside mathematics.

10.54.4097 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATI

(1) A graduating student at the nearing proficiency level in mathematics demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient-level mathematics. He/she:

(a) applies incomplete and incorrect mathematical processes to solve problems, often inaccurately;

(b) communicates mathematical ideas and sometimes extends them, but often inaccurately;

(c) sometimes understands and uses appropriate technology to apply functions, graphs, and algebraic c cepts to solve real and theoretical problems;

(d) sometimes demonstrates difficulty recognizing complex measurement and geometric and algebraic re tionships which result in inaccuracies;

(e) sometimes makes predictions and decisions based on data, probability, and statistics, often inaccurat and

(f) makes connections, but does not generalize or prove them and often his/her arguments lack appropri supporting mathematical ideas and careful reasoning.

10.54.4098 NOVICE MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (1) A graduat student at the novice level in mathematics is beginning to attain the prerequisite knowledge and skills that are fun mental at each benchmark in mathematics. He/she:

(a) demonstrates limited and incomplete use of mathematical processes and problem-solving strategies;

(b) often uses limited and incomplete reasoning to formulate logical arguments and communicate mathemati ideas;

(c) makes only concrete, mathematical connections;

(d) seldom uses appropriate technology to apply functions, graphs, and algebraic concepts to solve probler

(e) recognizes, on a limited basis, complex measurement, geometric relationships, and properties; and

(f) makes some predictions and decisions, on a limited basis, based on data, but seldom recognizes statisti or probability concepts.

APPENDIX A

Model Learner Goals

Appendix A—Model Learner Goals

Communication Arts

GENERAL COMMUNICATION ARTS MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 55.1001) (1) In the study of languages, students shall be given the opportunity to:

(a) Learn how languages function, evolve, and reflect cultures.

(b) Learn how context—topic, purpose, audience—influences the structure and use of language.

(c) Have the opportunity to develop second-language proficiency.

(2) In the study of literature, students shall be given the opportunity to:

(a) Read, listen to, view, and study a variety of classical, contemporary, and multicultural rature, at all grade levels. Literature shall include poetry, fiction and nonfiction, and drama.

(b) Respond to literature through writing, speaking, and through media and the fine arts.

(c) Gain insights from literature, recognizing it as a mirror of human experience.

(d) Learn about their own and other cultures and recognize that literature is a reflection of culture.

(e) Experience literature as a way to appreciate the rhythms and beauty of language.

(3) In the study of communication skills, five interwoven strands: listening, speaking, reading, ting, and using media, students shall be given the opportunity to:

(a) Understand and practice the process of listening: perceiving, discriminating, attending, assigning meaning, aluating, responding, and remembering.

(b) Speak effectively, formally and informally, in all five basic communication functions: expressing feelings, izing social conventions, imagining, informing, and controlling.

(c) Read for both pleasure and information and approach reading as a search for meaning.

(d) Write clearly and effectively to express themselves and to communicate with others.

(e) Use, view, and understand print and electronic media and be aware of the impact of technology d the media on communication.

(4) In the study of thinking, students shall be given the opportunity to:

(a) Think creatively, exploring unique insights, points of view, and relationships.

(b) Think logically, testing the validity of arguments and detecting fallacies in reasoning.

(c) Think critically, asking questions, making judgments, and evaluating messages.

COMMUNICATION ARTS ACROSS THE CURRICULUM (In accordance with ARM 10.55.603 and ARM .55.1001) (1) The basic education program in communication arts recognizes that communication skills and concepts ould not be taught in isolation. Programs shall integrate all of these skills and concepts in cross-content experiences at truly engage students.

ENGLISH LANGUAGE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM .55.1001) (1) By the end of the primary level, the student shall have had the opportunity to recognize that:

(a) People label objects and ideas with words and that words and their meanings change over time and through age.

(b) Groups of people use different pronunciations and word choices to refer to the same objects and ideas.

(c) Language changes to accommodate subject, audience, and purpose.

ENGLISH LANGUAGE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and RM 10.55. 1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Understand that words are arbitrary, culturally-based symbols for objects and ideas that change over time and rough usage.

(b) Recognize that people gain identity through their language, including pronunciation, word choice, and nverbal communication.

(c) Analyze the ways that language changes to accommodate subject, audience, and purpose.

ENGLISH LANGUAGE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 nd ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to :

(a) Understand that words have denotative and connotative meanings and that oral, written, and nonverbal nguages incorporate nuances of meaning.

(b) Know the history of the English language as well as the principle of linguistic changes.
(c) Refine his/her analysis of the ways languages change to accommodate topic, audience, and purpose a evaluate the effectiveness of such changes.

SECOND LANGUAGE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM. 10.55.603 and AI 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Experience rhymes, stories, songs, and dramatic activities that promote enjoyment in learning a secc language.
(b) Recognize some cultural traditions from the second language culture.
(c) Reproduce and understand sounds, words, and sentences using pronunciation, stress, rhythm, a intonation.
(d) Speak and understand a second language in informal conversations, using simple vocabulary. (Eff. 7/1/

SECOND LANGUAGE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 a ARM 10.55.1001) (1) An intermediate program in second language shall give the student the opportunity to:
(a) Experience oral and literary traditions of the second language culture.
(b) Expand cross-cultural understanding.
(c) Speak and understand more complex ideas and information in directed activities, both formal and inform
(d) Use reading and writing skills in the second language in a variety of meaningful activities. (Eff. 7/1/94)

SECOND LANGUAGE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.6 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Read, listen to, and view literary works in the second language.
(b) Refine his/her understanding of world cultures.
(c) Speak and understand the second language by adapting speaking and listening skills to a variety of audienc or situations.
(d) Use knowledge of linguistic structures to speak and write more fluently in the second language.
(e) Increase his/her understanding of English language and literature through comparison with the seco language. (Eff. 7/1/92)

LITERATURE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.100 (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Experience a variety of classical, contemporary, and multicultural works of literature, including poetry, ficti and nonfiction, and drama.
(b) Respond to a literary work by recapturing the meaning of plot in words, dramatic presentations, or picture
(c) Recognize and make associations with the people, places, and problems in her/his reading.
(d) Begin to understand culture through literature.
(e) Recognize and appreciate rhythm, rhyme, and repetition and other qualities of language in literature.
(f) Begin to evaluate the major components of literary works, including characters, setting, and action.
(g) Create and share original pieces of literature that use characters, setting, and action.

LITERATURE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and AF 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Expand experiences with classical, contemporary, and multicultural literature.
(b) Respond to literature on the basis of his/her own insights and respect the different responses of others.
(c) Recognize and understand the interrelationships among the elements in a literary work.
(d) Begin to recognize how culture influences literary works and to compare and contrast that culture with his/h own experiences.
(e) Appreciate and understand how language enhances meaning in literature and how meaning is enhanced sensory and figurative language; by literary devices such as metric patterns and imagery (e.g., simile, metaphor); a by an author's semantic and connotative qualities.
(f) Analyze and evaluate elements of literary works, including characters, setting, plot, theme, and imagery.
(g) Create and share original pieces of literature in a variety of genres that use characters, setting, plot, them and imagery.

LITERATURE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 55.1001) (1) Upon graduation, a student shall have had the opportunity to :

(a) Read a broad selection of classical, contemporary, and multicultural literature, including poetry, novels, ays, short stories, and drama.

(b) Be able to analyze his/her own and others' responses to literature.

(c) Understand and analyze literature's significance to his/her own life.

(d) Understand how cultural and historical setting and the literary tradition influence literature.

(e) Appreciate and analyze how language enhances meaning in literature through the use of elements such as istic, sensory, figurative, semantic, and logical attributes.

(f) Analyze and evaluate elements of literary works, including characters, setting, plot, theme, imagery, mood, rative language, and genre.

(g) Create and share original pieces of literature in a variety of genres that use characters, setting, plot, theme, gery, mood, and figurative language.

LISTENING MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) By the end of the primary level, the student shall have had the opportunity to:

(a) Discriminate between significant and insignificant sounds and words.

(b) Develop a "listening set": anticipate meaning, ignore distraction, and visualize what is heard.

(c) Assign a basic meaning to what is heard by recognizing the main idea and supporting details.

(d) Distinguish new from familiar material, significant from insignificant, and fantasy from reality.

(e) Respond to what is heard by asking questions, following directions, and giving feedback.

(f) Remember important aspects of the message.

LISTENING MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Discriminate between emotional and unemotional speaking and between spontaneous and scripted speaking d acting.

(b) Increase attentiveness by expanding attention span, predicting and rehearsing ideas, and being aware of tors that affect attention.

(c) Recognize a variety of speaking purposes and patterns of organization.

(d) Distinguish fact from opinion, information from persuasion, and logic from emotion.

(e) Respond to what is heard by controlling emotions, asking questions, and giving appropriate feedback.

(f) Expand memory through note-taking and relating new material to old.

LISTENING MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10. 55.603 and ARM 55.1001) (1) Upon graduation, the student shall have had the opportunity to :

(a) "Listen" with the eyes as well as the ears by perceiving verbal and nonverbal clues.

(b) Choose and use a listening strategy best suited to the purpose in a listening situation.

(c) Recognize nuances of meaning in similar words, situations, and nonverbal clues.

(d) Evaluate oral messages for accuracy, effectiveness, significance, and propriety.

(e) Give supportive feedback to a speaker by eliciting the best that the speaker has to offer.

(f) Demonstrate long- and short-term memory by taking notes and searching memory.

SPEAKING MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55 603 and ARM 10.55.1001) By the end of the primary level, the student shall have had the opportunity to:

(a) Show an awareness of oral expression features: pronunciation, volume, and rate of speaking.

(b) Begin to adapt speech to audience and context in order to communicate ideas clearly.

(c) Begin to establish a relationship with the audience through eye contact and attending to audience reaction.

(d) Develop confidence as a speaker through experience with the five functions of speaking: expressing feelings, izing social conventions, imagining, informing, and controlling.

SPEAKING MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and RM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Use words, figures of speech, and nonverbal factors to enhance oral presentation.

(b) Organize and expand oral and nonverbal skills to suit the level of communication (interpersonal, intrapersonal, oup, public, and mass).

(c) Become increasingly aware of audience feedback during the speech.
(d) Increase confidence and effectiveness as a speaker in all five functions of speaking.

SPEAKING MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and AR 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Use oral and nonverbal language to communicate effectively.
(b) Use invention, organization, style, and delivery to enhance messages.
(c) Use audience analysis to prepare and present speeches.
(d) Have experience and confidence in a variety of formal and informal speaking situations.

READING—Refer to Administrative Rules of Montana 10.54.3010 through 10.54.3098, pages 1-8.

WRITING MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001 (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Write frequently, using varied formats, for a variety of purposes and audiences.
(b) Recognize how spelling, punctuation, capitalization, and handwriting contribute to meaning in writing .
(c) Understand how to generate and organize ideas and how to create a clear written message.
(d) Respond to, revise, and edit his/her own and others' writing.

WRITING MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.100 (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Write frequently, using varied formats, for a variety of purposes and audiences.
(b) Understand and use spelling, punctuation, capitalization, handwriting, and usage as part of total effectivene in writing.
(c) Select a topic, generate and organize ideas, and choose appropriate language for his/her writing purpos
(d) Respond to, revise, and edit his/her own and others' writing.

WRITING MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and AR 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Write frequently, using varied formats, for a variety of purposes and audiences.
(b) Use spelling, punctuation, capitalization, handwriting, and usage effectively and purposefully.
(c) Focus the purpose of writing, visualize the audience, and refine the language of his/her writing.
(d) Respond to, revise, edit, and evaluate his/her own and others' writing.

MEDIA USE MODEL LEARNER GOALS: (see also "Library/Media Program Standards") **PRIMARY** (In accc dance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had th opportunity to:
(a) Develop a "viewing" set and adopt appropriate behavior for appreciating a media performance or presentatio
(b) Recognize, use and operate a variety of media equipment.
(c) Understand the basic components and characteristics of media.
(d) Use print and nonprint media in the classroom, library, and other settings as sources of information ar entertainment.

MEDIA USE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARI 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Understand and respond to media performances and presentations.
(b) Incorporate media in oral and written presentations.
(c) Understand that media convey messages.
(d) Use a wide variety of print and nonprint media in leisure time, classroom, and library for information an entertainment.

MEDIA USE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARI 10.55.1001) (1) Upon graduation,the student shall have had the opportunity to:

(a) Develop a discriminating appreciation of media.
(b) Demonstrate flexibility and familiarity in the use of electronic media and media centers.
(c) Evaluate the effectiveness of a particular medium as it conveys a message.
(d) Locate and use a variety of print and nonprint media in the home, classroom, and library.
(e) Understand the legal responsibilities involved in media use.

THINKING SKILLS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Begin to demonstrate thinking skills such as comparing, contrasting, inferring, and evaluating in both verbal l nonverbal communication.
(b) Respond to an experience by creating an action (a pantomime, picture, poem, or story) to express lerstanding.
(c) Express associative thinking as well as creativity and inventiveness.

THINKING SKILLS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Respond to and evaluate intentions and messages of speakers, writers, presenters, and media.
(b) Differentiate between fact and opinion, recognize logical/illogical sequences, create an hypothesis, and dict outcomes.
(c) Expand creativity, inventiveness, and logical/critical thinking.

THINKING SKILLS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 1O.55.603 and M 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Respond to, interpret, and evaluate intentions and messages of speakers, writers, presenters, and media.
(b) Evaluate the validity of assertions and detect fallacies in reasoning and in emotional appeals; differentiate ween subjective and objective viewpoints.
(c) Use higher-level thinking processes to solve problems in the everyday world.

COMMUNICATION ARTS PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) The communication arts curriculum shall be developed and evaluated according to the standards for all program as.
(2) Library/media specialists will be viewed as a part of the instructional team by helping other instructors select propriate materials and by teaching and guiding students in their search for information and worthwhile reading.
(3) Learning assistance centers and fine arts facilities shall be available to enhance the communication arts riculum with access for dramatic, cultural, and media presentations.

Fine Arts: Model Learner Goals

FINE ARTS: GENERAL GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001)

Through the Fine Arts, students develop critical and creative thinking and perceptual abilities applicable to all areas fe.
(1) A basic program in fine arts gives the student the opportunity to:
(a) Understand the principal sensory, formal, technical, and expressive qualities of each of the fine arts.
(b) Identify processes, materials, tools, and disciplines required to produce the visual, performing, and literary s.
(c) Apply their knowledge of concepts, elements, principles, theories, and processes in the fine arts.
(d) Develop their intuitive and creative thought processes as a balance to learning in the cognitive and chomotor domains.
(e) Make informed judgments about the fine arts and about their relationships to the history, culture, and vironments of the world's people.
(f) Understand the relevance of their education in the fine arts to the range of fine arts professions and to a lifetime aesthetic pleasure.
(g) Use materials, tools, and equipment safely.

VISUAL ARTS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1(
(1) By the end of the primary level, the student shall have been given the opportunity to:

(a) Begin to recognize different works of art and identify artists, placing them in a historical time and place

(b) Be familiar with and appreciate the various sources of art in the community (museums, galleries, stuc public places).

(c) Begin to recognize universal emotions and experiences expressed in selected visual images.

(d) Identify and use the elements of art and principles of art in organizing for personal expression.

(e) Learn to appropriately select and to care for a variety of art materials, media and tools.

(f) Use appropriate vocabulary to describe the expressive qualities of a variety of works of art and evaluate experiences.

(g) Experience a sense of accomplishment and pleasure from the creative act.

(h) Enjoy and appreciate a variety of art works.

VISUAL ARTS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and A 10.55.1001) (1) By the end of the intermediate level, the student shall have been given the opportunity to:

(a) Observe the sensory and formal applications used by artists.

(b) Identify art processes, forms, and materials from many cultures and historical periods.

(c) Appreciate art in a variety of settings (home, community, classroom, and studio).

(d) Identify materials, tools, and techniques used by artists for expressive purposes.

(e) Understand the elements and principles of art used by the artist to express creative ideas, moods, a feelings.

(f) Know the vocabulary required to describe the sensory, formal, technical, and expressive qualities of art

(g) Understand the role of galleries and museums in preserving and transmitting art heritage and contempor culture.

(h) Identify different art works from distinct cultures and historical and stylistic periods.

(i) Discover and discriminate among the methods of expressing imagination, interpreting experience, a selecting materials and techniques.

(j) Demonstrate the ability to solve visual and technical problems in art.

(k) Analyze, compare, contrast, and distinguish art work from a variety of styles and periods using formal view criteria.

(l) Experience a sense of accomplishment and pleasure from experimentation, innovation, and skill devel ment.

VISUAL ARTS MODEL LEARNER GOALS: SECONDARY LEVEL (In accordance with ARM 10.55.603 and AR 10.55.1001) (1) If offered at the secondary level, a course of study in visual arts shall give the student the opportur to:

(a) Recognize the processes, forms, and materials used to produce a variety of art.

(b) Use principles of visual discrimination in assessing the aesthetic properties of natural and artificial objects a environments.

(c) Apply the vocabulary required to describe the sensory, formal, technical, and expressive qualities of art

(d) Understand the value of original works of art by experiencing them in a variety of settings.

(e) Recognize factors that influence artists' choices of form, style, content, and artistic intent.

(f) Understand the importance of preserving and transmitting art heritage, and the accompanying responsibil of museums, galleries, and scholars.

(g) Understand the significance of major art works in embodying the spirit of a culture or a historical period.

(h) Understand the processes, equipment, and materials needed for various visual arts.

(i) Exercise self-direction in independent problem solving (visual, conceptual, technical) to produce art wor with complex content.

(j) Create art, demonstrating the creative and innovative use of equipment, materials, and techniques.

(k) Experience a sense of accomplishment and satisfaction with his/her ability to conceive, execute, evalua and present a finished creative work.

(l) Develop aesthetic criteria based on elements and principles of art and analyze the effectiveness of t components of works of art in achieving the artist's intent.

(m) Develop criteria for judging the cultural and historical significance of works of art.

(n) Appreciate and enjoy art works from a wide range of cultures and historical and stylistic periods.

Literary Arts

Learner goals for the literary arts are integrated throughout the "Communication Arts" goals.

DRAMA MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001)
By the end of the primary level, the student shall have been given the opportunity to:
(a) Understand how movement, sound, and setting convey emotions and meaning in short dramatic performances (live or recorded).
(b) Recount emotional and sensory responses to a dramatic activity as a listener and viewer.
(c) Identify body, voice, costume, and make-up as elements of characterization.
(d) Understand the daily-life sources of dramatic art: story, character, and conflict.
(e) Express original interpretations of ideas and objects through the use of dramatic elements in a solo or group formance.
(f) Use pantomime, puppets, or other dramatic devices to express individual interpretations of ideas, concepts, ects, or familiar stories.
(g) Enjoy and appreciate a variety of dramatic selections and experiences.

DRAMA MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001)
If offered at the intermediate level, a course of study in drama shall give the student the opportunity to:
(a) Identify historical, cultural, and environmental elements in a variety of dramatic works.
(b) Apply knowledge of dramatic principles and techniques to enhance enjoyment of reading and viewing matic works.
(c) Understand plot, character, setting, and theme.
(d) Recognize the expressive and technical qualities of dramatic work through study, interpretation, and actment in planned and improvised solo or group presentations.
(e) Evaluate a variety of dramatic works.

DRAMA MODEL LEARNER GOALS: SECONDARY LEVEL (In accordance with ARM 10.55.603 and ARM .55.1001) (1) If offered at the secondary level, a course of study in drama shall give the student the opportunity to:
(a) Identify artistic choices made in a variety of theatrical forms in order to produce specific effects.
(b) Appreciate a variety of written drama and theatrical productions, including live and recorded performances.
(c) Apply knowledge of dramatic concepts, elements, principles, theories, and processes to the viewing, rforming, and critiquing of dramatic presentations.
(d) Demonstrate knowledge of the principles of drama by participating in a variety of theater productions.
(e) Understand the social, cultural, educational, and historical functions of drama.

MUSIC MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By e end of the primary level, the student shall have had the opportunity to:
(a) Realize the importance of music in everyday life.
(b) Respect musical performance and composition.
(c) Begin to recognize universal emotions and experiences expressed in music of various cultures and periods.
(d) Enjoy participating in music and use music as a means of personal expression.
(e) Sing with free vocal production a repertoire of folk and composed songs.
(f) Use body movements and/or hand motions to show differences in music.
(g) Use voice and instruments to create melodic and rhythmic patterns to accompany songs.
(h) Recognize band and orchestra instruments and identify the major instrument groups.
(i) Create short pieces, using nontraditional sounds available in the classroom, such as tapping fingers or striking arious objects.

MUSIC MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001)
) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Be increasingly aware of music as an important part of everyday life; enjoy music through listening, singing, nd playing instruments.
(b) Sing with free vocal production, becoming more accurate in pitch.
(c) Add to the repertoire of songs learned at the primary level.
(d) Participate in vocal and/or instrumental ensembles.
(e) Understand basic music notation and terminology.
(f) Refine his/her understanding of the basic elements of music theory.
(g) Recognize and evaluate various types of music and music of various periods and styles, using recorded and

live examples.

(h) Experiment with variations in tempos, timbres, and phrasing for expressive purposes with voic instruments.

(i) Discuss personal responses to music.

MUSIC MODEL LEARNER GOALS: SECONDARY LEVEL (In accordance with ARM 10.55.603 and ARM 55.1001) (1) If offered, a secondary course of study in music shall give the student the opportunity to:

(a) Enjoy participating in choral and/or instrumental music.

(b) Develop a commitment to singing or playing well and a respect for quality music and skilled performan

(c) Develop sensitivity to interaction and blending of instruments and/or voice through participation in m ensembles.

(d) Demonstrate how skill, technique, and sound production affect musical performance.

(e) Analyze music from various cultures and historical periods, using knowledge of musical concepts.

(f) Develop a further understanding of the concepts of music theory.

(g) Perform music from various musical periods in solo and ensemble form.

(h) Critique musical performance for technical skill, quality of sound, lyric qualities, and effectiveness of arti intent.

(i) Improvise or compose music in solo or ensemble form.

CREATIVE MOVEMENT MODEL GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.10 (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Be aware of feelings evoked by dance performance and/or creative movement.

(b) Develop body awareness through creative movement.

(c) Respond spontaneously in movement to various material, conceptual, and sensory stimuli.

(d) Reproduce simple dance forms of other cultures, ethnic backgrounds, and historical periods.

(e) Enjoy simple rhythmic patterns in a movement sequence.

(f) Improvise creative movement around a tool, materials, dance element, or sensory stimulus.

(g) Communicate personal feelings and ideas by using movement.

(h) Determine preferences for specific dance forms.

CREATIVE MOVEMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 a ARM 10.55.1001) (1) If offered at the intermediate level, a course of study in creative movement shall give the stud the opportunity to:

(a) Be aware of the thoughts and images evoked by major dance forms.

(b) Develop efficient movements and body awareness for dance and creative movement.

(c) Enjoy freedom of creative and uninhibited movement in a variety of dance experiences.

(d) Participate in various dance forms of other cultures and historical periods.

(e) Use appropriate vocabulary to show understanding of basic dance concepts.

(f) Improvise a short study around a mood, message, tool or material, using dance and creative movement

(g) Develop criteria for forming opinions about dance performances.

(h) Evaluate the mood or message conveyed by a dance performance.

CREATIVE MOVEMENT MODEL LEARNER GOALS: SECONDARY LEVEL (In accordance with ARM 10.55.6 and ARM 10.55.1001) (1) If offered at the secondary level, a course of study in creative movement shall give the stude the opportunity to:

(a) Be aware of the interaction of dance elements, tools, materials, and techniques of a dance performance

(b) Develop strength, balance, and coordination needed to refine body awareness in creative movement and dance.

(c) Perform individual or group dances (e.g., tap, modern, ballet, jazz, folk, social) from various cultures a historical periods.

(d) Enjoy freedom of creative and uninhibited movement in a variety of dance experiences.

(e) Understand how movement elements, materials, and mood enhance the expressive qualities of dance.

(f) Design an individual or group dance around a mood or message, integrating technique, skill, and materia

(g) Observe professional dance (live or recorded) or participate in community dance performances.

(h) Critique dance or creative movement performances.

(i) Analyze social, cultural, and ritual elements of contemporary performances.

FINE ARTS PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The fine curriculum shall be developed and evaluated according to the standards for all program areas.

(2) At all levels, the school district shall encourage the sharing of arts programs with parents and the public. For mple, elementary drama study may culminate in special programs for parents, during or after school. Middle and high ools students may perform for parents and the public or participate in drama festivals, forensics, plays and civic grams. Gifted student writers and artists shall be encouraged to present their work to the public.

(3) At least once in a school year, the school district shall give students the opportunity to view a live drama, music, ance performance.

(4) The school district shall take advantage of local resources, such as museums, galleries, theaters, cultural reach programs, performance groups, professional writers and publishers, higher education services, the Montana council programs, and other expertise to supplement and enhance the arts program.

(5) Work and performance areas (e.g., middle and high school theaters and studios) shall meet all health and ety regulations and shall include adequate space for the storage of materials and equipment. The school shall ensure t stage and auditorium facilities are adequately managed and that students using them are supervised.

Health Enhancement: Model Learner Goals

HEALTH ENHANCEMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Demonstrate a variety of perceptual, motor, and rhythm skills, including but not limited to throwing, catching, king, striking, balancing, creative movement and folk dance, and skills related to lead-up games.

(b) Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and sculoskeletal performance.

(c) Develop positive interpersonal relationships and self-concepts.

(2) By the end of the primary level, the student shall have had the opportunity to identify:

(a) Components of wellness and describe how decision making affects personal health practices.

(b) Roles, responsibilities, contributions, and life cycles in a family structure.

(c) The difference between use and abuse of drugs and their effects on an individual's total development.

(d) Safety hazards, causes of accidents, and preventive measures for disease control.

(e) Human body parts and systems, emphasizing individual uniqueness.

(f) Ways in which advertising influences personal health choices.

(g) Food combinations that provide a healthy and balanced diet.

(h) Potential sources of pollution and pollution's harmful effects.

(i) Resources which help promote and maintain community health.

HEALTH ENHANCEMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 d ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to demonstrate:

(a) A variety of physical skills that influence individual physical development, including but not limited to skills actice and lead-up games, rhythms and dance, and individual, dual, or team sports.

(b) An appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal nction.

(c) Positive interpersonal relationships and self-concept.

(d) An understanding of the importance of regular and sustained physical activity throughout life.

(e) An ability to identify roles, responsibilities, contributions, and life cycles in a family structure.

(2) By the end of the intermediate level, the student shall have had the opportunity to understand:

(a) Substance use and abuse and their effects on the individual and society.

(b) Health problems, including diseases and their etiology, the identification of symptoms of a variety of health oblems, and prevention of health problems and injuries.

(c) The functions and maintenance of body systems, including knowledge of the reproductive system.

(d) The need for and use of consumer health services and products.

(e) Basic nutrition and its application.

(f) Cultural, environmental, social, and ethical issues which affect healthy lifestyles.

(g) Interrelationships between physical health and mental well-being.

HEALTH ENHANCEMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 0.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Demonstrate a variety of physical skills used in physical activity, including but not limited to dance, individ dual, or team sports, and lifetime leisure and recreational activities.
(b) Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, musculoskeletal function.
(c) Understand the importance of a positive self-concept and interpersonal relationships for total health.
(d) Understand the role of lifelong physical activity and the principles of safe and effective exercise, be abl plan a personal fitness program.
(e) Understand roles, responsibilities, contributions, and life cycles in family structures.
(f) Understand the risks of using drugs, alcohol, and tobacco.
(g) Understand attitudes and behaviors for preventing and controlling disease and accidents.
(h) Understand human reproduction and the emotional and ethical components of human sexuality.
(i) Be able to evaluate and select health services, practices, and products.
(j) Understand the relationship of sound nutrition to total health.
(k) Understand the consequences of personal and community decisions that affect the economy and the cc availability, and quality of health care.
(l) Understand the relationship of sound mental health practices to total health.
(m) Identify careers in health and physical activity and their roles and responsibilities.

HEALTH ENHANCEMENT PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and AR 10.55.1001) (1) The health enhancement curriculum shall be developed and evaluated according to the standards all program areas.
(2) Areas of the health enhancement curriculum integrated into other subject areas are ancillary to the main hea enhancement program, which shall be provided by a health enhancement specialist (K-12) or by a classroom teacl in the elementary grades.
(3) Interscholastic sports and intramural programs shall not be used as a substitute for a health enhanceme course.
(4) Recess shall not be used to fulfill health enhancement requirements.
(5) When required as part of the basic education program, all students shall have daily health enhanceme activity.
(6) The school district shall encourage its teaching staff to exemplify healthy lifestyles.
(7) A telephone or communication device and basic first aid materials shall be located in close proximity to t instructional physical activity area.

MATHEMATICS—Refer to Administrative Rules of Montana 10.54.4010 through 10.54.4098, pages 8-14

Science: Model Learner Goals

GENERAL SCIENCE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and AR 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Show confidence in his/her ability to learn science.
(b) Examine his/her environment using the five senses; recognize the limits of sensory perception.
(c) Convey information through the use of oral, written, and graphic communication.
(d) Group objects or events according to their observed characteristics.
(e) Suggest explanations for events based on observation.
(f) Predict possible results based upon past experiences.
(g) Measure and order properties of objects or events using standardized units of measure.
(h) Be aware of spatial relationships by describing an object's position in relation to other objects.
(i) Perform experiments to test hypotheses under controlled conditions with limited variables.
(j) Cite ways that science and technology have changed people's lives.
(k) Recognize that scientists and technicians are people with interesting jobs.
(l) Properly care for living organisms and show respect for life and property.
(m) Be aware of the need for conservation, preservation, and the wise use of natural resources.

GENERAL SCIENCE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 ar ARM 10.55.100) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Develop a positive attitude toward science.
(b) Use basic scientific skills to solve problems and answer questions about the environment.
(c) Work independently and in groups in the classroom, laboratory, and in the field.
(d) Identify and state a problem and use scientific processes to resolve it.

(e) Use tools and equipment for observations and measurement in a safe and appropriate manner.
(f) Gather and convey information through oral, written, and graphic communication.
(g) Be aware of the basic concepts in the life, physical, earth, and environmental sciences.
(h) Be aware of careers in the sciences and the skills needed for jobs in science-related fields.
(i) Cite and investigate scientific and technological issues which affect our lives.
(j) Properly care for living organisms and show respect for life and property.
(k) Be aware of the need for conservation, preservation, and the wise use of natural resources.

LIFE SCIENCE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 55.1001) (1) A course of study in life science, offered at the intermediate level, shall give the student the opportunity

(a) Appreciate all living things and their relationships to one another and the environment.
(b) Observe, describe, compose, conclude, infer, and record from classroom, laboratory, and field experiences.
(c) Be aware of some of the contributions of scientists working in life science and of careers in life science.
(d) Demonstrate knowledge of kingdoms of living things and their basic characteristics, functions, diversity, and nomic importance.
(e) Understand levels of biological organizations, growth and development.
(f) Demonstrate knowledge of reproductive processes, genetics, and heredity of living things.
(g) Demonstrate knowledge of local flora and fauna.
(h) Demonstrate knowledge and understanding of human growth and development, including the nine body tems and their functions, heredity and population genetics, behavior, and social and emotional growth.
(i) Be familiar with laboratory tools and techniques used in life science.
(j) Understand the interdependence of biological systems as they affect social issues.

PHYSICAL SCIENCE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and M 10.55.1001) (1) A course of study in physical science, offered at the intermediate level, shall give the student the portunity to:
(a) Understand and use basic measurements in science, including charting, graphing, and interpreting measure data.
(b) Design and carry out experiments that demonstrate physical and chemical changes.
(c) Identify physical and chemical characteristics of various types of matter.
(d) Understand and explain models of atoms, molecules, compounds, and mixtures.
(e) Understand physical, chemical, and nuclear changes using the laws of conservation of matter and energy.
(f) Understand the basic characteristics of light, sound, and mechanical waves.
(g) Understand the scientific principles and technological applications of the laws of motion.
(h) Understand the interrelationships of solar and galactic systems and of the earth-moon-sun system.
(i) Demonstrate a workable knowledge of electricity and electronics and understand their importance to our man environment.
(j) Apply basic physical and chemical principles to describe changes in common substances and devices.
(k) Understand the effects of science and technology on humans and the environment.
(l) Be aware of careers in the physical sciences.

GENERAL SCIENCE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10. 55.603 d ARM 10. 55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Make quantitative and qualitative observations to accumulate and evaluate data.
(b) Classify objects and events based on observable similarities and differences of selected properties.
(c) Suggest explanations, reasons, or causes for events which have occurred, test them with additional servations or data, and establish the reality of the inferences.
(d) Make predictions based on prior observations, inferences, or experiments.
(e) Describe or compare objectives and events using quantitative measurement.
(f) Communicate data obtained from observations using graphs, charts, pictures, and other types of media.
(g) Use processes such as classification, prediction, inference, and communication to interpret data.
(h) Identify problems or questions and state hypotheses which can be tested.
(i) Perform experiments to test hypotheses under controlled conditions with limited variables.
(j) Construct and interpret models, using them to describe and explain relationships of ideas; understand their nitations.
(k) Recognize the processes of change, such as in weather systems, life cycles, evolution, chemical and physical hanges, and the transformation of energy.

(l) Be aware of the processes of equilibrium, such as physical cycles, ecosystems, homeostasis, chen equilibria, rates of reaction, and the law of motion.

(m) Cite the interrelationships among living and nonliving things and their environment.

(n) Explain the organization of the physical and biological environment and the systems designed to desc them.

(o) Demonstrate a knowledge of the effects of time and space on the environment's biological and phys properties.

(p) Be aware of the diversity, variation, and consistency among living things and within the earth's physical biological spheres.

(q) Properly care for living organisms and show respect for life and property.

(r) Be aware of the need for conservation, preservation, and the wise use of natural resources.

EARTH SCIENCE MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (offered, a course of study in earth science shall give the student the opportunity to:

(a) Understand the basic concepts of each science, including astronomy, geology, oceanography, and pale tology.

(b) Understand the basic motions in the solar system and how they affect the earth's environment.

(c) Understand the earth's history through the rock and fossil record and scientific dating methods.

(d) Understand the earth's tectonic and structural forces.

(e) Understand the earth's internal and surface processes, including weathering, erosion, volcanism, deformation.

(f) Understand the use of aerial photos, topographic and geologic maps, and survey systems.

(g) Understand the earth's composition, including rocks and minerals.

(h) Understand the physical and compositional changes of the earth's weather and climate.

(i) Understand the oceans and their characteristics and development.

(j) Understand surface water and ground water systems.

(k) Understand that the flow of energy is basic to all earth science disciplines.

(l) Use the tools and methods employed by earth scientists, through field and laboratory experiences.

(m) Demonstrate how earth science relates to careers, personal uses, and social needs.

BIOLOGY MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offer a course of study in biology shall give the student the opportunity to:

(a) Use scientific methods to investigate biological phenomena.

(b) Relate field experiences to an understanding of ecological principles.

(c) Use microscopes, balances, and other biological instruments.

(d) Apply biological principles to situations in daily life.

(e) Understand the characteristic processes which define life.

(f) Understand the relationship between organic compounds and the physiological needs of living organisn

(g) Understand the relation and interdependence of cell respiration and photosynthesis to food chains.

(h) Understand the concept of homeostasis in cells, individuals, populations, communities, and ecosystems

(i) Understand cellular transport, cell structure, and cell functions.

(j) Understand sexual and asexual reproduction and their relationship to ecological balances.

(k) Understand heredity and the application of modern technology in medical genetics.

(l) Understand the structure of DNA, its relationship to protein synthesis, and its role in living systems.

(m) Understand the theory of evolution and its relationship to adaptation and speciation.

(n) Categorize organisms representing the various kingdoms according to phyla.

(o) Understand the relationship between structure and function as they relate to living things.

(p) Trace the development of the major life functions through the various kingdoms.

(q) Understand the importance of microbes and their relationship to other organisms.

(r) Understand the importance of current issues in biology.

(s) Be aware of careers in biology.

(t) Use appropriate safety techniques when handling chemicals, equipment, and organisms.

CHEMISTRY MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offere a course of study in chemistry shall give the student the opportunity to:

(a) Be competent in laboratory skills, including setting up equipment and using materials and chemicals safe

(b) Understand atomic structure and periodicity.

(c) Understand the phases and properties of matter, including solids, liquids, and gases.

(d) Understand the mole concept and stoichiometry and demonstrate their practical use in the laboratory.

(e) Understand bonding and energy relationships.
(f) Use formulas and equations competently.
(g) Understand acids, bases, solubility, and chemical equilibrium.
(h) Understand the basic principles of thermodynamics and kinetics.
(i) Understand oxidation and reduction.
(j) Understand basic organic, nuclear, and radiochemistry.
(k) Understand the role of chemistry in society and technology.
(l) Be able to apply chemistry principles to situations in daily life.
(m) Be aware of careers in chemistry and related fields.

PHYSICS MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered, ourse of study in physics shall give the student the opportunity to:
(a) Solve problems in physics, using mathematics and critical thinking skills.
(b) Collect, analyze, and interpret physical data.
(c) Use the appropriate instruments to measure physical quantities in a laboratory setting.
(d) Understand the historic, social, and scientific events that contributed to the development of physics.
(e) Understand that physics is a dynamic field in which concepts change as new data and new relationships are covered.
(f) Understand the character and central role of conservation principles such as momentum, energy, and electric rge.
(g) Cite similarities and differences of wave and particle phenomena in nature.
(h) Demonstrate a basic knowledge of modern physics concepts such as relativistic effects, nuclear radioactivity, l wave-particle duality.
(i) Understand the basic principles of electricity and magnetism and their application to common occurrences.
(j) Cite accepted explanations for common terrestrial and celestial observations, using the laws of motion.
(k) Understand that the flow of energy is basic to all physical phenomena.
(l) Understand the basic concepts of geometric and physical optics.
(m) Understand the basic character of heat, temperature, and internal (thermal) energy.
(n) Evaluate the impact of discoveries in physics.
(o) Be aware of careers in physics and related fields.
(p) Understand the importance of physics in current social issues and its application to the other sciences.
(q) Be able to apply physics principles to situations in daily life.

SCIENCE PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The ence curriculum shall be developed and evaluated according to the standards for all program areas.
(2) Elementary school science instruction shall include hands-on, investigative classroom activities and field periences on a regular basis.
(3) Laboratory class size shall be limited for safety purposes. The number of students shall be determined through nsultation with the teacher, considering the number, size and use of laboratory stations.
(4) Care shall be taken to ensure that laboratory activities are reasonably safe and under the constant supervision an appropriately endorsed instructor.
(5) Chemicals shall be stored in a separate storeroom and according to reactive compatibilities. Flammable aterials shall be stored with exhaust-only ventilation.
(6) All science classrooms shall be in compliance with the Montana Indoor Clean Air Act.
(7) All science classrooms shall have the proper safety equipment. For example, a chemistry laboratory should ve a fire alarm, fire blanket, appropriate fire extinguisher(s), eye wash, goggles, and one-sided aprons. Gas supplies rving science laboratories shall have a master shut-off valve that is readily accessible to the instructor or instructor in arge. Electrical outlets must be ground-faulted .

Social Studies: Model Learner Goals

HISTORY AND WORLD CULTURE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 d ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Begin to identify cultural characteristics such as social traditions, art forms, and language.
(b) Demonstrate some basic knowledge about important chronological events in local, state, national, and world story.
(c) Begin to provide examples of economic, cultural, political, and technological developments which have ntributed to human progress.
(d) Begin to identify individuals who played historical roles.

HISTORY AND WORLD CULTURE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with A 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunit

(a) Explain how technology, economic activities, and learned patterns of behavior, such as prejudice, disc nation, conformity, and acceptance influence culture.

b) Demonstrate knowledge of the dynamics of preindustrial, transitional, industrial, and postindustrial socie

(c) Explain how the characteristics of culture are manifested in history, economics, government, arts, scien and religion.

(d) Detail how invention, diffusion, and adaptation influence cultural change.

(e) Explain the biological, affectual, economic, and social functions of families.

(f) Demonstrate a knowledge of Montana history and of the state's diverse cultures.

HISTORY AND WORLD CULTURE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with A 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Discuss the influence of social movements on the state, the nation, and the world.

(b) Analyze contemporary world issues in order to make decisions governing one's own personal life.

(c) Apply knowledge of history in determining plans of action for current and future concerns.

(d) Use his/her understanding of local, national, and world culture in addressing modern social problems.

LAW AND LEGAL RIGHTS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and A 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) List some of the basic characteristics of the U.S. Constitution.

(b) Explain some of the freedoms contained in the Bill of Rights.

(c) Understand the basic functions of the U.S. government.

(d) Begin to identify different levels of government, such as city, county, state, tribal, and federal governme

(e) Explain some of the basic sources of law, such as congress and state legislatures.

(f) List basic public services provided by government.

(g) Experience involvement in his/her community through active participation in a community group.

LAW AND LEGAL RIGHTS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.6 and ARM 1 0.55.1 001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) List the functions of the three branches of government.

(b) Explain the need for and function of separation of powers and checks and balances.

(c) List the individual rights protected by the first ten amendments to the U.S. Constitution.

(d) Give reasons why the Bill of Rights was added to the Constitution.

(e) Explain how constitutional change is made.

(f) Discuss the characteristics of federalism.

(g) Identify how laws emanate from various authorities.

(h) Explain the difference between civil and criminal law.

(i) Discuss the importance of judicial review.

(j) Explain the need for and provision of due process of law.

(k) Discuss the fundamental principles of American democracy.

(l) Continue his/her involvement in community groups, organizations, or services.

LAW AND LEGAL RIGHTS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with AR 10.55.603 and ARM 10.55.1001) (1) Upon graduation, students shall have had the opportunity to:

(a) Participate in the American political process by running for office, by working on campaigns, or by voting

(b) Make informed political decisions based on knowledge and understanding of political philosophy, consti tional doctrine, and organization of local, state, and national governments.

(c) Apply an understanding of one's legal and civil rights in pursuing private and vocational endeavors.

ECONOMICS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.100 (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Provide some basic examples of the relationship between economics and human needs.

(b) Cite some characteristics of supply and demand.

(c) List the roles of people in the division of labor.

(d) List basic economic systems, such as private enterprise and collective economies.

ECONOMICS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 5.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Discuss the importance of economic goals, such as growth, employment, and efficiency.
(b) Explain the causes and effects of economic problems such as scarcity, credit, and resource allocation.
(c) Detail the relationship between specialization and careers and occupations.
(d) List the basic resources of production.
(e) Explain market interrelationships, such as cost/benefit, trade-offs, and distribution of goods and services.
(f) Detail the characteristics of market and command economic systems and traditional economies .

ECONOMICS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10. 55.603 and ARM 55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Understand how state and local taxes are both a product and a reflection of the economy.
(b) Use his/her mastery of economic concepts in the conduct of daily life.
(c) Make career decisions based on an understanding of the economic significance of particular vocational and essional positions.

GEOGRAPHY MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) By the end of the primary level, the student shall have had the opportunity to:

(a) Begin to list the basic characteristics of natural, physical, and cultural environments.
(b) Learn to explain the earth/sun relationship as an energy system.
(c) List the seasons.
(d) Explain the cause of night and day.
(e) Determine geographical location, such as position, site, and distance.
(f) Locate different cultural and physical regions.
(g) List the basic characteristics of climate.
(h) Identify the basic land forms and water bodies.
(i) Give examples of the need for and benefits of natural resource conservation.
(j) Provide examples of the influence of geography on population size and distribution.
(k) Provide examples of land use.
(l) Define habitat.
(m) List the characteristics and use of maps.

GEOGRAPHY MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Discuss the interrelationships of environments, cultures, and weather and how people adapt to them.
(b) Explain the relationship of the earth and sun.
(c) Locate geographic positions, using latitude, longitude, strategic sites, and maritime and time zones.
(d) Detail the effects of ocean currents, wind, mountains, and other physical and climatic elements on weather.
(e) Explain the impact of geography on human settlement patterns.
(f) Detail and discuss the characteristics of Montana geography and locate critical sites.

GEOGRAPHY MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Demonstrate a knowledge of state, national, and world geography.
(b) Make civic, vocational, and private decisions guided by an understanding of various global environments and ural settings.
(c) Analyze the importance of geographical implications when political and economic decisions are made.

SOCIAL INSTITUTIONS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Begin to identify the traits of socialization, such as psychological, individual, and group behavior.
(b) List individual responsibilities, such as honesty, tolerance, and compassion.
(c) List some of the basic social institutions, such as family, educational, and religious institutions.
(d) Identify some of the basic differences between individual values and group norms.
(e) Begin to discuss traits of interactive social processes, such as cooperation, competition, and conflict and how ial roles of leadership, following, aggression, and submission affect these processes.

(f) Identify some social classes and social groups, including ethnic and minority groups.
(g) Give examples of social control, such as dependency, reward, and punishment.

SOCIAL INSTITUTIONS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Discuss and give examples of the reasons for socialization.
(b) Explain how basic differences between individual values and group norms impact social problems.
(c) Explain the relationship of economics, politics, science, and religion to social institutions.
(d) List examples of social interaction, such as peer pressure, group dynamics, assimilation, and accommoda
(e) Discuss how societies implement social control.

SOCIAL INSTITUTIONS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55. and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Understand and appreciate diverse worldwide social institutions.
(b) Determine how current environmental, economic, and political changes affect various social chan throughout the world.

CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING MODEL LEARNER GOALS: PRIMA (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have l the opportunity to:
(a) Classify information by sequence and in groups.
(b) Interpret information by stating relationships, noting cause and effect, drawing inferences, and predic outcomes.
(c) Analyze information by organizing key ideas, separating major components, examining relationshi detecting bias, and comparing and contrasting ideas.
(d) Summarize information by restating major ideas and forming opinions.
(e) Synthesize information by communicating orally and in writing.
(f) Evaluate information by using criteria such as source, objectivity, and technical correctness.
(g) Apply decision-making skills by securing needed factual information, recognizing values, identifying alter tive courses and consequences, and taking action.

CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING MODEL LEARNER GOALS: INTERM DIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the stud shall have had the opportunity to:
(a) Summarize information by combining critical concepts into a statement of conclusions and by statin hypothesis.
(b) Synthesize information by proposing a new plan or system and reinterpreting events in terms of what mi have happened.
(c) Use social and political participation skills to communicate effectively, recognize mutual relationships, goals, plan, organize, and make decisions; keep informed, cooperate, negotiate, compromise, and accept responsibili

CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING MODEL LEARNER GOALS: UPO GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall ha had the opportunity to:
(a) Develop an ability to classify, interpret, and analyze information in the pursuit of his/her career, ci responsibilities, and economic and private endeavors.
(b) Make decisions based on summarizing data and evaluating alternatives.

STUDY AND RESEARCH SKILLS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.6 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Identify key words and ideas and summarize them.
(b) Apply research skills such as questioning and the use of library and other resources to find answers.

STUDY AND RESEARCH SKILLS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with AR 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity t

(a) Skim, outline, review, and take notes.
(b) Use the library and other resources for research, refine topic selection and organize and present information ritten formats to verify data.
(c) Use technology appropriately, including databases.

STUDY AND RESEARCH SKILLS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 5.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Employ research, verbal, written, and technical skills in academic, career, and private endeavors.

SOCIAL STUDIES PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) social studies curriculum shall be developed and evaluated according to the standards for all program areas.
(2) Students shall be encouraged to take advantage of spontaneous curiosity as it occurs in order to foster ning from current issues and events.
(3) Teachers shall recognize the effectiveness of thematic units that integrate social studies into cross-curriculum ning.
(4) Instruction in the social studies shall take advantage of out-of-classroom programs and resource people, ural and field experiences, and public service activities that enhance student learning.

Vocational/Practical Arts: Model Learner Goals

GENERAL VOCATIONAL/PRACTICAL ARTS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Be aware of various careers open to all students without regard to gender stereotyping.
(b) Practically apply the oral and written communication skills related to vocational education.
(c) Apply introductory skills in technical literacy.
(d) Be aware of essential life and work skills, including acceptable social behavior, self-esteem, positive personal tionships, and respect for authority.
(e) Be introduced to the relationship between academic knowledge and practical application.
(f) Demonstrate introductory concepts, skills, attitudes, and values in traffic education.

GENERAL VOCATIONAL/PRACTICAL ARTS MODEL LEARNER GOALS: INTERMEDIATE (In accordance ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the ortunity to:
(a) Be aware of a wide variety of careers and postsecondary experiences.
(b) Have a working knowledge of the skills, responsibilities, and applications of vocations.
(c) Build technical literacy skills.
(d) Develop a work ethic, which includes an understanding of the importance of health, time, money, and scarce ource management to life and work.
(e) Understand and appreciate the values of cooperation and a positive attitude in the world of work and an reciation for quality workmanship.
(f) Demonstrate the relationship between academic knowledge and practical application.
(g) Consistently demonstrate basic concepts, skills, attitudes, and values in traffic education.

GENERAL VOCATIONAL/PRACTICAL ARTS MODEL LEARNER GOALS: UPON GRADUATION (In accor- ce with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Assess the labor market for information essential to career decisions based on personal interests, ability, and tude.
(b) Show and use oral and written communication through work-related activities or simulations and apply the cess of evaluation.
(c) Apply decision-making and critical-thinking skills through work.
(d) Integrate academic and technological concepts; apply technical literacy skills; access and interpret techno- cal information and project it to the future; and integrate mathematical, scientific, and technical knowledge and cepts in areas of occupational interests.
(e) Apply academic and consumer skills to manage personal/work environment.
(f) Demonstrate and assess life skills and use leadership and citizenship skills.
(g) Demonstrate employment seeking skills (job search, interview, resume, etc.).

(h) Demonstrate procedural skills necessary for entry employment in his/her occupation and an appreciatio quality work.

(i) Consistently apply appropriate traffic education concepts, skills, attitudes, and values for a lifetime of roadway use.

FAMILY AND CONSUMER SCIENCES MODEL LEARNER GOALS (In accordance with ARM 10.55.603 ARM 10.55.1001) (1) If offered, a course of study in personal/adult living skills shall give the student the opportunit

(a) Identify the responsibilities and privileges that characterize adulthood; recognize various roles of adults; recognize skills and processes essential to functioning as an adult.

(b) Given a problem situation, describe how the decision would be made if each of the processes and rule decision making were followed.

(c) Given a description of how decisions were made in allocating resources, identify principles of resource applied in the decision.

(d) List personal motivational sources and explain how they relate to personal management.

(e) Describe the benefits of a positive self-concept.

(f) Identify lifestyle choices as they exist today.

(g) Identify and describe stages of individual development and analyze family function in relation to that st

(h) Identify legal and moral commitments in beginning and ending a relationship.

(i) Explain the social and psychological forces involved in mate selection.

(j) Analyze male and female roles in a marriage.

(k) Identify issues an individual and his/her future mate should discuss prior to marriage.

(l) Describe family roles, functions, and interactions.

(m) Recognize the normalcy and function of conflict in marriage and assess the resources available to l couples resolve conflict.

(n) Describe the effect of employment on family life.

(o) Interpret his/her attitude toward divorce as it will affect attitudes toward marriage.

(p) Identify several factors involved in the decision to parent.

(q) Describe child abuse and neglect; analyze causes and effects of child abuse and neglect; and identify servi and legal aid available to the abused and abuser.

(r) Interpret the role patterns of foster, adoptive, and step-parents.

(s) Describe reasons for one-parent families.

(t) Describe the growth and development of infants and children.

(u) Describe the important influences on prenatal development.

(v) Identify problem behavior in children in an effort to determine the goal of misbehavior and suggest posi techniques for guiding children's behavior.

(w) Identify personal and family crises and describe resources which can help in coping with crisis.

(x) Analyze the wise use of credit.

(y) Design a budget for managing income and expenses.

(z) Identify the financial services available to manage personal income.

(aa) Appraise his/her need for life, health, auto, and property insurance.

(bb) Evaluate housing choice based on personal needs.

AGRICULTURAL EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 55.1001)

Agriculture education develops entry-level knowledge, skills, attitudes, and experiences in agricultural busin and production, including supplies and services and agricultural products, processing, resources, and mechanics, a horticulture or forestry. Agriculture education prepares the student for further education for self-employment or for ot entry-level jobs at semi-skilled, skilled, or technical levels.

(1) If offered, a course of study in agriculture shall give the student the opportunity to:

(a) Be able to select self-employment or an appropriate career in the area of agricultural business and producti including mechanics, supplies and services, products and processes, resources, or in horticulture or forestry.

(b) Display leadership, citizenship, and cooperation developed through membership and participation in civic a vocational organizations.

(c) Demonstrate knowledge, skills, attitudes, and practical experience as determined through task analysis self-employment or for entry-level employment in:

(i) Basic soils management; plant growth and reproduction; field crop production, marketing, and mana ment; range management; horticulture; and forestry.

(ii) Selection, breeding, and rearing of commercially important species of livestock; animal nutrition, health, care; and the profitable management and marketing of livestock.

(iii) Agricultural mechanization, including safety and care of hand and power tools, welding equipment, basic tricity, basic and applied power and farm machinery.

(iv) Agricultural management, marketing, and economic principles; and business financial planning, includ- easing, credit, depreciation, and machinery economics.

(v) Propagation, management, and marketing of economically important horticulture crops.

(vi) Forestry production, transportation, processing, marketing, and distribution.

BUSINESS AND OFFICE EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and M 10.55.1001)

Business and Office Education prepares students for directing, planning, organizing, and controlling all business office systems and procedures. The program prepares students to use and apply the latest technologies in fulfilling r duties and responsibilities in a variety of work settings.

(1) If offered, a course of study in business and office education shall give the student the opportunity to:

(a) Demonstrate the skills needed to apply for and obtain employment in one of the appropriate occupational as (accounting, bookkeeping, banking, data processing, office supervision and management, secretarial, typing, eral office, word information processing, electronic communications, general business, and related occupations).

(b) Demonstrate knowledge of society's business economy and consumer systems.

(c) Use equipment and technology that is currently used by industry.

(d) Demonstrate the knowledge, skills, and attitudes necessary and appropriate for the business world.

(e) Adapt and adjust to the changing needs and requirements of his/her occupation and of the business world eneral, using tools such as employment projections and predictions.

(f) Display leadership, citizenship, and cooperation developed through membership and participation in civic and ational organizations.

(g) Develop an understanding of the importance of lifelong learning and continued acquisition of appropriate s.

FAMILY AND CONSUMER SCIENCES EDUCATION MODEL LEARNER GOALS (In accordance with ARM 55.603 and ARM 10.55.1001)

Family and Consumer Sciences Education programs help students develop skills to establish and maintain a cessful home and family life. Students learn management, decision making, and interpersonal relationships skills in d development, family relations, clothing and textiles, foods and nutrition, housing, and consumer education.

Education for occupations related to Family and Consumer Sciences provides for gainful employment through ondary coursework and on-the-job experience.

(1) If offered, a family and consumer sciences education program shall give the student the opportunity to:

(a) Be able to use skills which improve the quality of individual and family life.

(b) Apply effective strategies for his/her future roles as employee/employer and home manager.

(c) Use technology to meet personal and family needs.

(d) Use applied learning to develop transferable job skills.

(e) Develop an awareness of careers related to family and consumer sciences.

(f) Understand the world of work through entrepreneurship.

(g) Understand the role of family and consumer sciences education in personal economic development and ker productivity.

(h) Develop consumer competence.

(i) Develop leadership through civic and vocational organizations.

PREVOCATIONAL INDUSTRIAL/TECHNOLOGY EDUCATION MODEL LEARNER GOALS (In accordance ARM 10.55.603 and ARM 10.55.1001)

Industrial arts and technology education includes trade and industrial education and prevocational industrial arts, in transition to a new curricular emphasis, Technology Education. Instruction covers occupations in communication,

construction, manufacturing, and power/transportation.

(1) If offered, a course of study in prevocational industrial/technology education shall give the student t opportunity to:

(a) Be able to make informed and meaningful career and education choices relating to careers in constructic manufacturing, communication, and power/transportation.

(b) Understand the importance of technology as it affects work and daily life, including the use of tools, hc science and technology are related, and the ethical, sociological, and environmental issues technology has raised.

(c) Understand that technology influences the future and requires personal and occupational adjustment.

(d) Work with tools, materials, processes, and technical concepts safely and efficiently.

(e) Make wise consumer decisions.

VOCATIONAL INDUSTRIAL EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 a ARM 10.55.1001) (1) If offered, a course of study in vocational industrial education shall give the student the opportun to:

(a) Perform entry-level tasks and possess the skills and knowledge of current technology necessary to succe in a trade or industrial occupation equivalent to a second-year apprentice level.

(b) Use tools and equipment safely and promote a work environment that reduces hazards.

(c) Demonstrate knowledge of the related science and math concepts and communication skills.

MARKETING EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.100

Marketing education gives students the training and direct experiences needed for meaningful work and lifelor learning in wholesale and retail marketing. It prepares students to improve marketing practices; contribute to the community's economic development; and understand the value and responsibilities of entrepreneurism.

(1) If offered, a course of study in marketing shall give the student the opportunity to:

(a) Identify careers in marketing and in the interests, aptitudes, personal qualities, and other informatic necessary to make informed career choices.

(b) Demonstrate the skills needed to successfully obtain and maintain employment in marketing occupations

(c) Identify the basic features of the American economic system and their impact on business practices.

(d) Understand the purpose and use of marketing research.

(e) Identify the main types of business ownership and the elements needed for a successful business ventur

(f) Apply fundamental mathematics skills to problems encountered in marketing occupations.

(g) Understand how to purchase goods for resale and the terminology used by product buyers.

(h) Understand merchandise handling and inventory procedures used in businesses.

(i) Apply the elements of design and principles of arrangement to the sales promotion areas of advertising an display.

(j) Demonstrate how to satisfy customer needs through the use of selling techniques.

(k) Complete and record sales transactions accurately.

(l) Apply management theories to business situations.

TRAFFIC EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001 (1) Traffic education shall be an integrated K-12 curriculum that develops the concepts, skills, attitudes and value needed for a lifetime of safe, drug-free, courteous, and efficient use of roadways, as a passenger, pedestrian, bicyclis or motor vehicle operator.

(2) If offered, a course of study in traffic education shall give the student the opportunity to:

(a) Demonstrate an awareness that one's physical, emotional, and mental health are essential to the proper us of streets and highways.

(b) Use the fundamental processes learned in earlier years.

(c) Understand how to use road maps, how to read and interpret instructions, and how to compute speed an stopping distances; understand the laws of motion.

(d) Understand that a person who can operate a vehicle safely and efficiently is a worthy family member, sinc American families depend on the automobile for a variety of occupational and recreational uses.

(e) Be prepared to use a motor vehicle for occupational and recreational purposes.

(f) Develop good citizenship by complying with laws; by exercising civic responsibility for improving laws throug legislation; and by practicing the habits of fair play, courtesy, and maintenance of property.

(g) Understand a driver's responsibility for the safety of others and exercise a respect for road ethics and the law

VOCATIONAL/PRACTICAL ARTS PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 55.1001) (1) Vocational/practical arts curricula shall be developed and evaluated according to the standards for all gram areas.

(2) The school district shall make an effort to give faculty time for preparing grant applications and funding and geting resources.

(3) The school district shall ensure that all programs, resources, and facilities meet applicable safety and health ndards and that class size and time provide for reasonable safety and optimal use of equipment and facilities.

Library/Media: Model Learner Goals

INFORMATION ACCESS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 55.1001)

The library/media center gives students access to information and resources in a variety of formats. It helps them elop the skills needed for lifelong learning in an information-based society.

(1) By the end of the primary level, the student shall have had the opportunity to:

(a) Demonstrate good library citizenship, such as caring for and returning materials, and express a sense of nership of his/her school library/media center.

(b) Be aware of the library catalog and possess the beginning skills to identify and locate print and nonprint terials.

(c) Know what reference means and that there are sources for reference; have beginning skills to use references h as dictionaries and encyclopedias.

(d) Translate information from print and nonprint resources.

(e) Conduct research by selecting a topic and finding information on that topic.

(f) Identify people in the community as sources of information.

INFORMATION ACCESS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and M 10.55.1001) (1) By the end of the intermediate level, the student shall have been given the opportunity to:

(a) Be aware of the types of libraries and of the unique nature of libraries in a free society.

(b) Locate materials which fulfill assignments and satisfy personal interests.

(c) Be aware of types of basic reference sources (encyclopedias, dictionaries, almanacs, atlases, periodical exes, subject encyclopedias, subject dictionaries and data bases).

(d) Gather, analyze, select, and use materials.

(e) Select a topic, find a variety of information sources on that topic, summarize, paraphrase, evaluate, thesize, and present the information in a new form while citing sources.

(f) Identify sources of information in the community.

INFORMATION ACCESS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 l ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Understand and appreciate the role of information in a free society.

(b) Access print and nonprint materials effectively and efficiently for individual and group needs.

(c) Identify, locate, and use basic and specialized reference sources and data bases.

(d) Apply critical-thinking and problem-solving skills in selecting, evaluating, and using information.

(e) Identify community resources and access information networks and other resource centers.

INFORMED AND CREATIVE USE OF MEDIA AND TECHNOLOGY MODEL LEARNER GOALS: PRIMARY (See o "Communication Arts" program standards) (In accordance with ARM 10.55.603 and ARM 10.55.1001)

The library/media center enables students to develop as critical leaders and viewers and to use technology to ress ideas.

(1) By the end of the primary level, the student shall have had the opportunity to:

(a) Know that information can be delivered by a variety of technologies.

(b) Be able to use technology for the creative expression of ideas.

(c) Know the difference between factual and imaginary.

(d) Understand that a variety of people, such as authors, illustrators, publishers, are involved in the creation ar production of books and other media.

INFORMED AND CREATIVE USE OF MEDIA AND TECHNOLOGY MODEL LEARNER GOALS: INTERMED ATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student sh have had the opportunity to:

(a) Request information in a variety of formats and from a variety of technologies; select formats appropriate f his/her learning style.

(b) Use technology for the creative expression of ideas.

(c) Begin to evaluate appropriate print and nonprint media for accuracy, relevance, and bias.

(d) Appreciate aesthetically a variety of media.

(e) Understand that many people, such as authors, illustrators, and publishers, collaborate in the production books and other media and own the material through copyrights.

INFORMED AND CREATIVE USE OF MEDIA AND TECHNOLOGY MODEL LEARNER GOALS: UPO GRADUATION (1) Upon graduation, the student shall have had the opportunity to:

(a) Select materials in a variety of formats, delivered by a variety of technologies.

(b) Use technology for the creative expression of ideas.

(c) Evaluate appropriate print and nonprint media for accuracy, relevance, and bias.

(d) Appreciate aesthetically a variety of media.

(e) Use information legally and ethically.

Appreciation and Enjoyment of Literature

For integral learner goals in the literary arts, see the "Communication Arts" and "Fine Arts" program areas.

LIBRARY/MEDIA PROGRAM DEVELOPMENT (1) The library/media program shall be developed and evaluate according to the standards for all program areas.

(2) The library/media program shall have a collection development policy.

(3) The school shall cooperate with other libraries through resource sharing.

(4) Each school shall have a centralized library/media collection that includes print and nonprint materials tha are readily accessible to students and staff. The collection shall be:

(a) Selected by professionals to meet the learner goals, curricular needs, and student recreational needs.

(b) Culturally diverse.

(c) Centrally based, inventoried, and catalogued.

(d) Sufficient to meet the professional needs of the staff.

(e) Current and adequate to meet the learner goals, curricular requirements, and recreational needs of th students.

Guidance: Model Learner Goals

GUIDANCE: PERSONAL DEVELOPMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Develop a positive self-image, personal initiative, and physical independence.

(b) Experience security in his/her school environment.

(c) Be able to identify and express feelings.

(d) Develop decision-making skills and accept responsibility for his/her decisions.

GUIDANCE: PERSONAL DEVELOPMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance witl ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunit to develop:

(a) A sense of conscience, morality, personal value, and self-worth.

(b) A positive and realistic self-concept.

(c) An acceptance of sexuality and physical image.

(d) Self-direction and independence.

(e) Appropriate ways to express feelings.
(f) Strong decision-making skills and an acceptance of responsibility for his/her decisions.

GUIDANCE: PERSONAL DEVELOPMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, a student shall have had the opportunity to:
(a) Develop personal independence as a responsible adult.
(b) Identify and use resources that help him/her cope successfully with life's complexities.

GUIDANCE: SOCIAL DEVELOPMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55. 1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Share experiences and manage school, family and social concerns.
(b) Develop a sense of belonging.
(c) Understand and appreciate the rights of others.
(d) Understand that other people have feelings.

GUIDANCE: SOCIAL DEVELOPMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Gain a sense of social recognition.
(b) Have the opportunity to establish close peer relationships.
(c) Recognize and respect the fact that different people have different values and systems of values.

GUIDANCE: SOCIAL DEVELOPMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Develop a sense of responsibility to self, others, and society.
(b) Use abilities and skills in establishing and maintaining family, peer, and community relationships.

GUIDANCE: EDUCATIONAL DEVELOPMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Realize the meaning and value of learning.

GUIDANCE: EDUCATIONAL DEVELOPMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to develop:
(a) Skills with which to form goals.
(b) An awareness of the need for lifelong learning.
(c) Motivation for achievement of personal goals.

GUIDANCE: EDUCATIONAL DEVELOPMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Formulate and attain realistic long-term goals.
(b) Strengthen his/her awareness of the need for lifelong learning.

GUIDANCE: CAREER DEVELOPMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Understand the nature and values of occupations at home, school, and within the community.
(b) Develop an awareness of his/her emerging interests and talents and their relationship to occupations.

GUIDANCE: CAREER DEVELOPMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Assess individual values, interests, aptitudes, and abilities and their relationship to career development.
(b) Increase his/her understanding of the components of career planning.
(c) Begin in-depth exploration of career fields and specific occupations.

GUIDANCE: CAREER DEVELOPMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance wi ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Use career guidance information and resources to plan for postsecondary education, vocational training, an or work.

GUIDANCE PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Th guidance program shall be developed and evaluated according to the standards for all program areas.

(b) The school shall ensure confidentiality and privacy for counseling and the security of guidance records.

APPENDIX B

Clarification of Teaching Assignments

Appendix B—Clarification of Teaching Assignments

ll teachers shall hold a valid Montana teaching certificate. The following is clarification of teaching assignments
departmentalized settings in grades 5-12.

ou are teaching in the owing subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Elementary Subjects	00 endorsement or subject endorsement which authorizes certificate holder to teach within K-8 level.	
	Art (83 or 84)	
siness English	English (20) or Business Education (70, 71 or 72)	
siness Law	Business Education (70, 71 or 72)	
siness Mathematics	Mathematics (40) or Business Education (70, 71 or 72)	
siness—General	Business Education (70, 71 or 72)	
siness—Shorthand, Steno	Business Education (70 or 72)	
siness—Typing	Business Education (70, 71 or 72)	
siness—Bookkeeping	Business Education (70, 71 or 72)	
ics (5-8)	Any endorsement in Social Studies (10-17)	Eff. 5/94)
ics (9-12)	Social Studies (10) or Political Science (15) or History-Political Science (17)	15 quarter (10 semester) credits in U.S. government if endorsed in (10)
amatics	English (20) or Dramatics (22) or Speech-Drama (25)	15 quarter (10 semester) credits in drama if endorsed in (20)
onomics (5-8) onomics (9-12)	Any endorsement in Social Studies (10-17) Social Science (10) or Economics (12) or Economics-Sociology (16)	(Eff. 5/94) 15 quarter (10 semester) credits in economics if endorsed in (10)
glish-Language Arts	English (20)	
reign Language	Appropriate foreign language endorsement (31 through 39 or 43 through 47)	
ography (5-8)	Any endorsement in Social Studies (10-17)	(Eff. 5/94)
ography (9-12)	Social Studies (10) or Geography (14)	15 quarter (10 semester) credits in geography if endorsed in (10)
ted and Talented	Appropriate subject area	
idance	Guidance (94 or 97)	
alth	P.E. & Health (91 or 92) or Health (93)	15 quarter (10 semester) credits in health if endorsed in (91) or (92)
urnalism	English (20) or Journalism (23)	Course work or experience verifying an understanding of press law, reporting and production in journalism if endorsed in (20) (Eff. 3/94)
rary	Library (24 or 26)	
sic	Music (81 or 82)	
tive American Studies	Any endorsement	15 quarter (10 semester) credits in Native American Studies if certified as a teacher at the level offered. The utilization of a qualified Native American resource person under the supervision of a certified teacher can be used in lieu of the 15 credit requirement.
erican Indian guage and Culture	Any endorsement	15 quarter (10 semester) credits in second language methodology and linguistics for language instruction, or 15 quarter (10 semester) credits in Native American Studies for teaching native culture if certified as a teacher. The utilization of a qualified Native American resource person under the supervision of a certified teacher can be used in lieu of the 15 credit requirement.

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
American Indian Language	Class 7 Specialist Certificate	
Physical Education	P.E. & Health (91 or 92)	
Reading	Reading (27) or English (20)	15 quarter (10 semester) credits in reading if endorsed in (20)
Science—General (5-8)	Any endorsement in science (50-56)	(Eff. 5/94)
Science—General (9-12)	Science (50) or any two science endorsements (51 through 56)	
Science—Biology (5-8)	Any endorsement in science (50-56)	(Eff. 5/94)
Science—Biology (9-12)	Science (50) or Biological Science (52) or Biology (55)	15 quarter (10 semester credits in biology if endorsed in (50)
Science—Chemistry (5-8)	Any endorsement in science (50-56)	(Eff. 5/94)
Science—Chemistry (9-12)	Science (50) or Physical Science (51) or Biological Science (52) or Chemistry (54) or Biology (55)	15 quarter (10 semester) credits in chemistry if endorsed in (50), (51), (52) or (55)
Science—Earth (5-8)	Any endorsement in science (50-56)	(Eff. 5/94)
Science—Earth (9-12)	Science (50) or Earth Science (56)	15 quarter (10 semester) credits in earth science if endorsed in (50)
Science—Physical (5-8)	Any endorsement in science (50-56)	(Eff. 5/94)
Science—Physical (9-12)	Science (50) or Physical Science (51) or Chemistry (54) and Physics (53)	15 quarter (10 semester) credits in physical science if endorsed in (50)
Science—Physics (5-8)	Any endorsement in science (50-56)	(Eff. 5/94)
Science—Physics (9-12)	Science (50) or Physical Science (51) or Physics (53)	15 quarter (10 semester) credits in physics if endorsed in (50) or (51)
Social Studies—General (5-8)	Any endorsement in social studies (10-17)	(Eff. 5/94)
Social Studies—General (9-12)	Social Studies (10) or any two social science endorsements (11 through 17)	
Government (5-8)	Any endorsement in social studies (10-17)	(Eff. 5/94)
Government (9-12)	Social Studies (10) or History (11) or Political Science (15) or History-Political Science (17)	15 quarter (10 semester) credits in U.S. government if endorsed in (10) or (11)
History (5-8)	Any endorsement in social studies (10-17)	(Eff. 5/94)
History (9-12)	Social Studies (10) or History (11) or History-Political Science (17)	15 quarter (10 semester) credits in history if endorsed in (10)
Problems of Democracy (5-8)	Any endorsement in social studies (10-17)	(Eff. 5/94)
Problems of Democracy (9-12)	Social Studies (10) or Political Science (15) or History-Political Science (17)	15 quarter (10 semester) credits in government if endorsed in (10)
Psychology (5-8)	Any endorsement in social studies (10-17)	(Eff. 5/94)
Psychology (9-12)	Social Studies (10) or Psychology (96)	15 quarter (10 semester) credits in psychology if endorsed in (10)
Sociology (5-8)	Any endorsement in social studies (10-17)	(Eff. 5/94)
Sociology (9-12)	Social Studies (10) or Sociology (13) or Economics-Sociology (16)	15 quarter (10 semester) credits in sociology if endorsed in (10)
Special Education	Special Education (95 or 98)	
Speech Communication	English (20) or Speech Communication (21) or Speech-Drama (25)	15 quarter (10 semester) credits in speech if endorsed in (20)
Traffic Education	Traffic Education (99) or any endorsement with the appropriate approval from the Traffic Education Department at OPI.	Initially 12 quarter (8 semester) credits in traffic education to include basic and advanced traffic education are required without the 99 endorsement

Title I (Chapter 1)—Identified and Funded Supplemental and Remedial Programs		
u are teaching in the wing subjects:	**You must be endorsed in: (subject & code number)**	**Specific credit requirement:**
edial Math—Elementary	Elementary Education (00) or Special Education (95 on an elementary certificate or 98)	
edial Math—Secondary	Elementary Education (00) or Special Education (95 on a secondary certificate or 98) or Mathematics (40) on a secondary certificate	
edial Reading—Elementary	Elementary Education (00) or Reading (27) or Special Education (95 on an elementary certificate or 98)	
edial Reading—Secondary	Elementary Education (00) or Reading (27) or Special Education (95 on a secondary certificate or 98) or English (20) on a secondary certificate	15 quarter (10 semester) credits in reading if endorsed in (20)
edial Language Arts—entary	Elementary Education (00) or Special Education (95 on an elementary certificate or 98)	
edial Language Arts—ondary	Elementary Education (00) or Special Education (95 on a secondary certificate or 98) or English (20) on a secondary certificate	
Trades and Industry/Applied Technology: Teachers of subjects which qualify for vocational funding may be required to have additional specific courses and work experience.		
o Body	Tech Ed (68) or IA (62) or T&I (65-Auto Body), Appl Tech (65) or Class 4-Auto Body	15 quarter (9 semester) credits in auto body if endorsed in (62), (65), (68)
o Mechanics	Tech Ed (68) or IA (62) or T&I (65-Auto Mech), Appl Tech (65) or Class 4-Auto Mech	15 quarter (9 semester) credits in auto mechanics if endorsed in (62), (65), (68)
lding Trades/ nstruction	Tech Ed (68) or IA (62) or T&I (65-Building Trades), Appl Tech (65) or Class 4-Building Trades	15 quarter (9 semester) credits in building trades/construction if endorsed in (62), (65), (68)
fting/CAD	Tech Ed (68) or IA (62) or T&I (65-Drafting), Appl Tech (65) or Class 4-Drafting	15 quarter (9 semester) credits in drafting if endorsed in (62), (65), (68)
ctronics	Tech Ed (68) or IA (62) or T&I (65-Electronics), Appl Tech (65) or Class 4-Electronics	15 quarter (9 semester) credits in electronics if endorsed in (62), (65), (68)
phic Arts	Tech Ed (68) or IA (62) or T&I (65-Graphic Arts), Appl Tech (65) or Class 4-Graphic Arts	15 quarter (9 semester) credits in graphic arts if endorsed in (62), (65), (68)
chine Shop	Tech Ed (68) or IA (62) or T&I (65-Machine Shop), Appl Tech (65) or Class 4-Machine Shop	15 quarter (9 semester) credits in machine shop if endorsed in (62), (65), (68)
tal Working	Tech Ed (68) or IA (62) or T&I (65-Metals Appl Tech (65) or Class 4-Metals	15 quarter (9 semester) credits in metals if endorsed in (62), (65), (68)
wer Mechanics (includes small gines, energy & transportation)	Tech Ed (68) or IA (62) or T&I (65-Power Mechanics), Appl Tech (65) or Class 4-Power Mechanics	15 quarter (9 semester) credits in power mechanics if endorsed in (62), (65), (68)
lding	Tech Ed (68) or IA (62) or T&I (65-Welding), Appl Tech (65) or Class 4-Welding	15 quarter (9 semester) credits in welding if endorsed in (62), (65), (68)

Appendix B

MONTANA CERTIFICATION CODE
Revised January 1999

CODES

Class of Certificate

1	Class 1 Teaching
2	Class 2 Teaching
3	Class 3 Administrative
4	Class 4 Vocational
5	Class 5 Provisional
6	Class 6 Specialist
7	Class 7 American Indian Language Specialist
8	Life (no longer issued)
9	Other*

Level of Endorsement

1	Elementary (K-8)
2	Secondary (7-12)
3	Elementary and Secondary (K-12)
4	K-12 (Spec. Ed.) Only
8	Secondary (5-12)
9	Other*

ADMINISTRATIVE ENDORSEMENTS

01	Elementary Principal (K-8)
015	Principal (K-12)
02	Secondary Principal (7-12)
03	Superintendent (K-12)
04	Supervisor (K-8)
05	Supervisor (7-12)
06	Supervisor (5-12)
07	Supervisor (K-12)
08	Secondary Principal (5-12)

SPECIALIST ENDORSEMENTS

09	School Psychologist
97	Guidance and Counseling (K-12)

TEACHING ENDORSEMENTS

00	Elementary Curriculum
10	Social Studies (Broadfield)
11	History
12	Economics
13	Sociology
14	Geography
15	Political Science
16	Economics—Sociology
17	History—Political Science
20	English
21	Speech—Communication
22	Drama
23	Journalism
24	Library**
25	Speech—Drama
26	Library (K-12)
27	Reading (K-12)
31	French**
32	Spanish**
33	German**
34	Russian**
35	Latin**
36	Other*
38	American Indian Language
39	Foreign Language**
40	Mathematics
41	Computer Science
42	English as a Second Language (K-12)
43	French (K-12)
44	Spanish (K-12)
45	German (K-12)
46	Russian (K-12)
47	Latin (K-12)
50	Science (Broadfield)
51	Physical Science
52	Biological Science**
53	Physics
54	Chemistry
55	Biology
56	Earth Science
61	Agriculture
62	Industrial Arts
63	Family & Consumer Sciences
64	Marketing
65	Trade and Industry*—Restricted
67	Other*
68	Technology Education
70**	Business Education (with typing and shorthand)
71**	Business Education (with typing)
72	Business Education
81	Music (K-12)
82	Music**
83	Art (K-12)
84	Art**
91	Physical Education and Health (K-12)
92	Physical Education and Health**
93	Health
94	Guidance and Counseling**
95	Special Education**
96	Psychology
97	Guidance and Counseling (K-12)
98	Special Education (P-12)
99	Traffic Education

* _____
Specify

* _____
Specify

APPENDIX C

Codes, Regulations, Administrative Rules, Laws and General Information

Department of Justice—Office of Public Instruction
Annual Process for Effect of Fire Inspection Reports On Accreditation Status

First Inspection—first violations

- Letter to school from Deputy State Fire Marshal
- Copy of letter to Office of Public Instruction (OPI) Accreditation Division

Second inspection—with same violations

- Letter to school from Deputy State Fire Marshal
- Copy of letter to OPI Accreditation Division

The following standard paragraph should be included in bold type, which will serve as a key indicator to OPI:

> **"Due to the noted violations, this facility is in violation of Rule 10.55.2001, School Facilities of Sub-Chapter 20 of the Montana School Accreditation Standards and Procedures Manual (1996). We will be requesting the Office of Public Instruction take appropriate action to ensure compliance with the accreditation safety standards."**

OPI will note the deviation(s) on the final accreditation letter. Note of these deviation(s) alone may not necessarily create a recommendation to the Board of Public Education for an advice or deficiency status.

Third inspection—with same violations

- Letter to school from State Fire Marshal
- Copy of letter to OPI Accreditation Division

The following standard paragraph should be included in bold type:

> **"The school district has 30 days from the date of this letter to provide an acceptable plan of correction and begin the implementation of said corrections. Failure to comply will result in this matter being forwarded to the (insert county name) County Attorney's office for legal action."**

OPI will note deviation(s) on the final accreditation letter. On a third occurrence, the school will be recommended to the Board of Public Education for an **advice** accreditation status. Dependent upon the noted seriousness of the violations as determined by the State Fire Marshal (life threatening), a recommendation of **deficiency** status may be recommended.

The Department of Justice (DOJ) will forward documentation of corrective action by the school or acknowledgment of an extension provided to the school by DOJ to OPI Accreditation Division.

4. **DOJ refers the case to a County Attorney or issues a State Fire Marshal Order**

- Copy of case report or order to OPI—Accreditation Division

OPI recommends to the Board of Public Education that the school receive an accreditation status of deficien OPI may recommend that the Board of Public Education consider holding a hearing with the appropriate sch officials.

At every level, if the Department of Justice accepts a plan of corrections from a school, OPI will be advised. OPI then will remove or change the school's status in their files.

Information that is received by OPI from DOJ after February 15 will not be able to be used for the current school year unless the information can be used to clear a school from an advice/deficiency status. The Board of Public Education determines the accreditation status of each school at the regularly scheduled March meeting.

At any level of inspection, nothing precludes a recommendation of advice or deficiency if the severity of the situation as noted by the State Fire Marshal warrants such action.

SCHOOL FACILITY REFERENCE LIST

Building Codes
Department of Commerce
1218 E. Sixth Ave.
PO Box 200517
Helena, MT 59620-0517
(406) 444-3933
Fax: (406) 444-4240

State Fire Marshall
Department of Justice
1310 E. Lockey
PO Box 201415
Helena, MT 59620-1415
(406) 444-2050
Fax: (406) 444-9155

Water Resources
Department of Natural Resources
and Conservation
48 N. Last Chance Gulch
PO Box 201601
Helena, MT 59620-1601
(406) 444-6601
Fax: (406) 444-5918
*The state is broken into eight regions.
**(See Attachment A)

Disaster and Emergency Services
Department of Military Affairs
100 N. Main
PO Box 4789
Helena, MT 59604-4789
(406) 444-6611
Fax: (406) 444-6965

5) Environmental Quality
Department of Environmental Quality
1520 E. Sixth Ave.
PO Box 200901
Helena, MT 59620-0901
Phone:
Fax:
**(See Attachment B)
**(See Attachment C)

6) Insurance Commissioner
Room 270
Sam W. Mitchell Building
PO Box 4009
Helena, MT 59620-0301

ATTACHMENT A

Water Resource Regions

ings
37 Avenue D, Suite 121
ings, MT 59102
one: 657-2105
122-2105
122-2911
x: 245-2064

Horn	Prairie
rbon	Rosebud
rter	Stillwater
ster	Sweet Grass
lon	Treasure
wder River	Yellowstone

zeman
1 Evergreen Dr., Suite C
zeman, MT 59715
one: 586-3136
586-3137
x: 587-9726

llatin	Madison
rk	

asgow
0 3rd Ave. South
O Box 1269
asgow, MT 59230-1269
one: 228-2561
x: 228-8706

niels	Richland
wson	Roosevelt
rfield	Sheridan
Cone	Valley
illips	Wibaux

Havre
1708 W. 2nd Street
PO Box 1828
Havre, MT 59501-1828
Phone: 265-5516
265-2225
Fax: 265-2225

Blaine	Liberty
Chouteau	Pondera
Glacier	Teton
Hill	Toole

Helena
PO Box 201601
21 N. Last Chance Gulch
Helena, MT 59620-1601
Phone: 449-0944
Fax: 442-9315

Beaverhead	Lewis & Clark
Broadwater	Powell
Deer Lodge	Silver Bow
Jefferson	

Kalispell
3220 Hwy 93 South
PO Box 860
Kalispell, MT 59903-0860
Phone: 752-2288
Fax: 752-2843

Flathead	Lincoln
Lake	Sanders

Lewistown
613 NE Main, Suite E
Lewistown, MT 59457-2020
Phone: 538-7459
538-7012
Fax: 538-7089

Cascade	Meagher
Fergus	Musselshell
Golden Valley	Petroleum
Judith Basin	Wheatland

Missoula
Town & Country Shopping Center
1610 S. 3rd St. W., Suite 103
PO Box 5004
Missoula, MT 59806-5004
Phone: 721-4284
Fax: 542-1496

Granite	Missoula
Mineral	Ravalli

Montana Water Court
601 Haggarty Lane
PO Box 879
Bozeman, MT 59771-0879
Phone: 800-624-3270
Fax: 586-4374

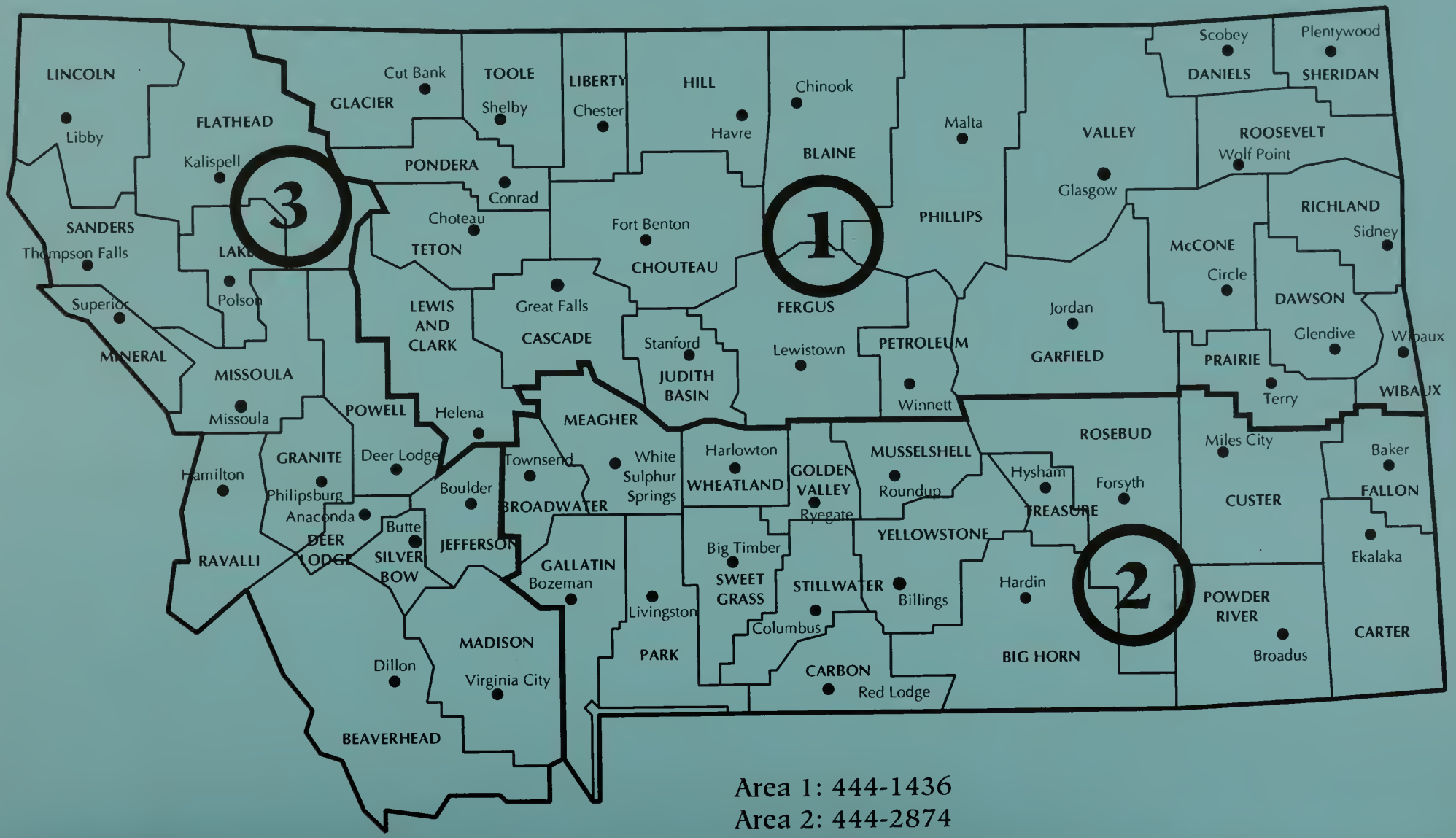
Montana Watercourse
MSU, Culbertson Hall
Room 201
Bozeman, MT 59717
Phone: 994-6671
Fax: 994-1919

Attachment "B"

Appendix C-6

General Information

Hazardous Waste Program Regulatory Unit Assigned Areas



Area 1: 444-1436
Area 2: 444-2874
Area 3: 444-1435

ATTACHMENT C

County Sanitarian Offices

averhead
unty Sanitarian's Office
. Pacific St.
on, MT 59725-2799
one: 683-4868
x: 683-5776

g Horn
unty Sanitarian's Office
9 N. Custer Ave.
rdin, MT 59034
one: 665-3310
x: 665-1025

aine
unty Sanitarian's Office
0 Ohio
Box 576
inook, MT 59523
one: 357-3310
x: 357-2199

oadwater
unty Sanitarian's Office
5 Broadway
wnsend, MT 59644
one: 266-3443
x: 266-3674
uesdays only--Hm: 866-3482)

rbon
unty Sanitarian's Office
urthouse Annex
Box 466
d Lodge, MT 59068
one: 446-1694
x: 446-2640 at Courthouse

rter
e Fallon County

Cascade
County Sanitarian's Office
City-County Health Dept.
1130 17th Ave. S.
Great Falls, MT 59405
Phone: 454-6950
Fax: 454-6959

Chouteau
County Sanitarian's Office
Courthouse
PO Box 459
Ft. Benton, MT 59442-0459
Phone: 622-5151
Fax: 622-3631
(Mondays only--Hm: 866-3482)

Custer
County Sanitarian's Office
Courthouse
1010 Main Street
Miles City, MT 59301
Phone: 233-3490
Fax: 233-3491

Daniels
See Roosevelt County

Dawson
County Sanitarian's Office
207 W. Bell
Glendive, MT 59330
Phone: 365-5772
Fax: 365-2022
(Prairie, Wibaux)

Deer Lodge
County Sanitarian's Office
800 S. Main St.
Anaconda, MT 59711
Phone: 563-4066
Fax: 563-4001
(Granite, Powell)

Fallon
County Sanitarian's Office
PO Box 667
Baker, MT 59313
Phone: 778-3558 (h)
778-3329 (School)
Fax: 778-3431
(Carter, Powder River)

Fergus
Central Montana Health District
County Sanitarian's Office
1306 1st St. West
Roundup, MT 59072
Phone: 323-3460 use as Fax, call first
Cellular: 855-3021
(Golden Valley, Judith Basin, Musselshell, Petroleum, Wheatland)

Flathead
County Sanitarian's Office
Flathead City-Co. Health Dept.
723 5th Ave. E
Kalispell, MT 59901
Phone: 758-5760
Fax: 758-5859

Gallatin
County Sanitarian's Office
Environmental Health Services
Courthouse, Rm. 304
311 W. Main
Bozeman, MT 59715
Phone: 582-3120
Fax: 582-3003

Garfield
See Treasure County

Glacier
County Sanitarian's Office
Glacier co. Health Dept.
1210 E. Main
Cut Bank, MT 59427
Phone: 468-2573 (Home and Fax)
Cellular: 788-1791

Golden Valley
See Fergus County

Granite
See Deer Lodge County
Phone: 859-3771 (Courthouse)

Hill
County Sanitarian's Office
Courthouse
315 4th St.
Havre, MT 59501
Phone: 265-5481 x 66
Fax: 265-5487
(Liberty)

Jefferson
County Sanitarian's Office
Courthouse
Box H
Boulder, MT 59632
Phone: 226-4000 or 4126
Fax: 225-3275
(Wednesday and Thursday)

Judith Basin
See Fergus County

Lake
County Sanitarian's Office
Courthouse
106 4th Ave. E
Polson, MT 59860
Phone: 883-7236
Fax: 883-7205

Lewis & Clark
County Sanitarian's Office
City-County Bldg.
316 N. Park
PO Box 1723
Helena, MT 59624
Phone: 447-8351
Fax: 447-8370

Liberty
See Hill County

coln
unty Sanitarian's Office
Mineral Ave.
oy, MT 59923
one: 293-7781 x 228
x: 293-5640

Cone
e Richland County

dison
unty Sanitarian's Office
Box 278
ginia City, MT 59755
one: 843-5392 (Clerk)
x: 843-5517

agher
unty Sanitarian's Office
06 1st St. W.
undup, MT 59072
one: 323-3460
llular: 855-3021

neral
unty Sanitarian's Office
0 River St.
Box 396
perior, MT 59872
one: 822-3525
x: 822-3579

ssoula
unty Sanitarian's Office
y-County Health Dept.
1 W. Alder St.
ssoula, MT 59802
one: 523-4755
x: 523-4781

sselshell
e Fergus County

rk
unty Sanitarian's Office
4 E. Callender
ingston, MT 59047
one: 222-4142
x: 222-4199

Petroleum
See Fergus County

Phillips
County Sanitarian's Office
PO Box 318
Malta, MT 59538
Phone: 665-2465
Fax: 654-2429

Pondera
County Sanitarian's Office
809 Sunset Blvd.
Conrad, MT 59425
Phone: 278-3247
Fax: 278-3248
(Wednesday & Thursday)

Powder River
See Fallon County

Powell
County Sanitarian's Office
409 Missouri
Deer Lodge, MT 59722
Phone: 846-3680 x 13
Fax: 563-8428
(See Deer Lodge Co. for mailing(

Prairie
See Dawson County

Ravalli
County Sanitarian's Office
Courthouse
Box 5019
205 Bedford
Hamilton, MT 59840
Phone: 375-6268 or 6269
Fax: 375-6326

Richland
County Sanitarian's Office
221 5th St. SW
Sidney, MT 59270
Phone: 482-2207
(McCone)

Roosevelt
County Sanitarian's Office
212 Main St.
PO Box 416
Culbertson, MT 59218
Phone: 787-6273 24 hr. messages
Fax: 787-6612

Rosebud
County Sanitarian's Office
251 N. 17th
PO Box 388
Forsyth, MT 59327
Phone: 356-2156
Fax: 356-7551

Sanders
County Sanitarian's Office
Courthouse
PO Box 519
Thompson Falls, MT 59873
Phone: 827-4396
Fax: 827-4388

Sheridan
See Roosevelt County

Silver Bow
County Sanitarian's Office
25 W. Front St.
Butte, MT 59701
Phone: 723-3274
Fax: 723-7245

Stillwater
County Sanitarian's Office
Courthouse
400 3rd Ave. N
PO Box 111
Columbus, MT 59019
Phone: 322-5237
Fax: 322-4698
(Sweet Grass)

Sweet Grass
(See Stillwater County

Teton
County Sanitarian's Office
Courthouse Circle
PO Box 610
Choteau, MT 59422
Phone: 466-2150
Cellular: 788-8902
Fax: 466-2138
(Monday, Tuesday, Alternate Fridays)

Toole
County Sanitarian's Office
Courthouse
226 1st St. S.
Shelby, MT 59474
Phone: 434-5032
Fax: 434-2467

Treasure
County Sanitarian's Office
524 N. Crow Ave.
Hardin, MT 59034
Phone: 665-1156
(Garfield)

Valley
County Sanitarian's Office
Courthouse Annex
501 Court Square #1
Glasgow, MT 59230-2405
Phone: 228-8221 x 64
Fax: 228-4030

Wheatland
See Fergus County

Wibaux
See Dawson County

Yellowstone
County Sanitarian's Office
City-County
PO Box 35033
Billings, MT 59107
Phone: 256-2770
Fax: 256-2767

TRIBAL HEALTH SERVICES

ckfeet Tribe
x 165
wning, MT 59417

thead Tribe
al Sanitarian
thead Health Center
Box 358
Ignatius, MT 59865
5-2411
x 745-4235

cky Boy Tribe
ippewa Cree Tribal Health Center
x Elder, MT 59521
5-4490
x 395-4408

S Indian Health Services

lings
ief, Env. Health Services Branch
titutional Sanitarian
00 4th Avenue N, Room 307
Box 2143
ings, MT 59103
7-7099
x 247-7229

ow Service Unit
ld Sanitarian
vironmental Health & Eng.
S Indian Hospital
Box 9
ow Agency, MT 59022
3-3473
x 638-3569

ackfeet Service Unit
ld Sanitarian
S Indian Hospital
Box 760
owning, MT 59417
3-6170
x 338-2437

Fort Belknap Service Unit
Tribal Sanitarian
PHS Indian Hospital
Route 1 Box 67
Harlem, MT 59526
353-2651
Fax 353-2998

Northern Cheyenne Service Unit
Tribal Sanitarian
PHS Indian Health Center
PO Box 70
Lame Deer, MT 59043
477-6368
Fax 477-8366 or 477-6227

Fort Peck Service Unit
Tribal Sanitarian
PHS Indian Health Service
Verne E. Gibbs Health Center
PO Box 67
Poplar, MT 59255
768-5301, 3491
Fax 768-3603 or 768-5121

General Information from the *Administrative Rules of Montana*

10.56.101 STUDENT ASSESSMENT (1) By the authority of section 20-2-121(12), MCA, the ard of public education adopts rules for student assessment in the public schools and those ate schools seeking accreditation.

(2) The board recognizes that the primary purpose of student assessment is to improve quality of education and that there are a variety of assessment tools. At the local level, because m-referenced tests are not designed to measure local programs, districts should begin to de- op appropriate school and classroom assessment tools to measure the attainment of educa- al goals and objectives and the level of individual student achievement. Assessment results will used in instructional planning and in evaluating the effectiveness of educational programs. At state level, since it is useful to know how Montana students generally compare to students from er states, all accredited schools will annually administer norm-referenced tests selected from a of such tests approved by the board and provided by the office of public instruction, except that ools that on the effective date of this rule are either:

(a) not using norm-referenced tests from the board approved list;

(b) not using norm-referenced tests to test in grade levels four, eight and eleven; or

(c) using only parts of the approved norm-referenced tests; have until July 1991 to com- with this subsection. The tests will be administered to students in grade four, eight and eleven in ding, language arts, math, science and social studies. A spring test will be given and the test e will be within the empirical norm date time frame for the select test. If the spring test date falls side the empirical norm date time frame, appropriate interpolated norms must be used. All scores be sent to the office of public instruction with the annual fall report in a format specified by the ce of public instruction and approved by the board of public education.

(3) Test scores are a part of each student's records which will be governed by the office public instruction's guidelines for student records.

(4) The office of public instruction will collect and provide a statewide summary of the sults to the board and legislature. No comparison of one Montana school or district to another will made by the board of public education or the office of public instruction but schools are encour- ed to compare their scores with the state norms and share testing information and results with rents and local community.

(5) The superintendent of public instruction is authorized to make available the reported dent assessment date in compliance with confidentiality requirements of federal and state law.

(6) All norm-referenced test results released to the public schools will be accompanied a clear statement of the purposes of the test, subject areas that have been tested, how they were ted, percent of students who did not participate in the norm-referenced test, limitations of norm- erenced tests, what is meant by the results and how the results will be used.

(7) Students with disabilities or limited English proficiency (LEP) shall participate in the gular assessment, unless it is determined that the student's attainment of educational goals can- t be adequately measured with the regular district assessment.

(a) For students with disabilities, the Individualized Education Program (IEP) teams have e authority to specify accommodations to be provided, as defined in (8), for participation by the dent in the regular district assessment.

(i) When an IEP team determines that an accommodation for a student's disability wou still not allow for adequate measurement of the student's attainment of educational goals, the IE team may waive participation in the district norm-referenced test by providing an alternative form testing that is appropriate to determine the student's attainment of educational goals and obje tives.

(b) For students with limited English proficiency who have been identified by a team educators as limited English proficient (LEP), those teams have the authority to specify accomm dations to be provided, as defined in (8), for participation by the student in the regular distri assessment.

(i) When the team of educators determines that an accommodation for an LEP stude who has had fewer than three years of instruction in English would still not allow for adequa measurement of the student's attainment of educational goals, the team of educators may wai participation in the district test by providing an alternative form of testing that is appropriate determine the student's attainment of educational goals and objectives.

(8) Accommodation allows the student to demonstrate competence in subject matter s that test results accurately reflect the student's achievement level rather than reflecting the student limited English language development or impaired sensory or manual skills, except where thos skills are the factors which the test purports to measure.

(a) Accommodation for testing purposes is defined as modifications similar to those use to support and accommodate the student in the instructional setting.

(b) Accommodations may include, but are not limited to extended time, small group a ministration, facilitator reading directions, native language support, student responding orally using required assistive technology.

Hours and Days of Instruction
Pupil instruction-Related Days

10.65.101 POLICY GOVERNING PUPIL INSTRUCTION-RELATED DAYS APPROVED FOR BASE IDING PROGRAM CALCULATIONS (1) A school which in any fiscal year was in session for at least 180 l instruction days and provided the minimum aggregate hours required (20-1-301) may count for the 's foundation program a maximum of seven PIR days with a minimum of three of the days for instructional professional development meetings or other appropriate inservice training. These seven PIR days in ition to the required 180 pupil instruction days and the minimum aggregate hours may be counted provided such additional days did not include any time counted for pupil instruction as provided in 20-1-302, MCA were used for one or more of the following purposes in accordance with the regulations hereby established:

(a) Staff orientation held prior to the beginning of pupil instruction for the purpose of organization ne school year.

(b) Staff professional development programs scheduled during the year for the purpose of roving instruction (ARM 10.55.714) shall include annual instructional and professional development etings. Staff may attend either the instructional and professional development meetings or attend the ivalent number of hours of other appropriate inservice training as prescribed by the board of trustees. board of trustees shall not prescribe equivalent hours during time approved for PI funding.

(c) Parent-teacher conferences for the purpose of acquainting parents with the school and the gress of their children. This day may be divided into hourly increments so as to provide six (6) hours over (2) days and may occur in addition to, but may not duplicate, a pupil instruction (PI) day.

(d) Post-school record and report completion at the end of the pupil instruction year. This day y be divided so as to provide one-half day at the end of each semester or quarter.

(e) A school district may count for the year's foundation program a total of not more than three one-half days in addition to the required 90 pupil instruction days and the minimum aggregate hours uired for kindergarten purposes, the above-named purposes.

10.65.102 REPEALED.

10.65.103 PROGRAM OF APPROVED PUPIL INSTRUCTION-RELATED DAYS (1) A copy of the gram planned and executed for each day approved by the board of trustees (except the annual instructional professional development meetings) must be kept on file in the office of the appropriate school official.

(2) The program(s) for each approved day referred to in ARM 10.65.101 (1) (a) - (d) shall be nned and executed so as to require the participation of each professional staff member for a total of six urs for each approved PIR day. Professional development time may be divided into no less than two hour rements to facilitate delivery of professional development programs.

(3) Saturdays and holidays, while not pupil instruction days, may be approved for pupil instruction-ated days noted in ARM 10.65.101 (1) (a) - (d).

APPENDIX D

Glossary

Appendix D—Glossary

IMPORTANT:
Definitions of terms found within this glossary relate only to the rule(s) as cited.
Definitions are not a substitute for rules.

.TERNATIVE STANDARD— (Rules 10.55.604, 704.3, 709.3, 710.4, 711.2, 907.1) An innovative program or odification that clearly is equal or better than what is accomplished by the present minimum accreditation rule(s). Note: proval must be granted by the Board of Public Education prior to the incorporation of an alternative standard.

SSESSMENT—(Rules 10.55.602.1i, 603.4 & .5) Local assessment used to monitor and measure the effectiveness of e instructional program and/or to assess student progress toward achieving local learner goals in content and data, ills, critical thinking and attitude.

DMINISTRATIVE ASSISTANT—Means assistant administrator, a person who holds a bachelor's degree, a current ontana teaching certificate and (a) is enrolled in a planned program leading to endorsement with an accredited college university, or (b) presents evidence of enrollment in an administrative or supervisory intern program approved by the oard of Public Education, or (c) currently holds an appropriate administrative or supervisory endorsement. Assistant ministrators lacking an appropriate administrative or supervisory endorsement may observe and supervise but shall t formally evaluate certified staff except as authorized by the Board of Public Education.

UILDING ADMINISTRATOR—(Rules 10.55.602.1a, 703.1, 704, 705.2, .3) A person who is a part of the school's lministrative or supervisory staff and who holds a class 3 certificate denoting the appropriate level(s) and endorsement(s) at accurately reflect administrative responsibility and/or assignment.

STANCE LEARNING—(Rules 10.55.602.1d, 907.1) Instruction which takes place when the learner is distant from the structor and/or instructional materials. Districts wishing to use distance learning as part of the instructional program ust apply for an alternative standard approval.

ISTRICT(S)—(Rules 10.55.602.1b & g, 603, 701, 704, 705, 709, 710, 714, 802.1, 805.5, 905, 907)

COUNTY HIGH SCHOOL DISTRICT is a four-year high school operated as an agency of county government and established under the provisions of the acts of March 3, 1899, March 14, 1901, and any subsequent amendments thereto. (*School Laws of Montana*, 20-6-501)

COMBINED ELEMENTARY AND HIGH SCHOOL DISTRICT is an elementary district and a high school district which are combined for district administration purposes.

INDEPENDENT ELEMENTARY SCHOOL DISTRICT is a district organized for the purpose of providing public education for all or any combination of grades kindergarten through eight.

FFECTIVE SCHOOLING PRACTICES—(Rule 10.55.602.1e) Means schooling practices which include a clearly efined curriculum; focused classroom instruction and management; fair, consistent discipline; close monitoring of tudent performance; high expectations for all students and strong instructional leadership.

VALUATE/EVALUATION—(Rule 10.55.705.3) Evaluation (i.e., summative evaluation) serves as an end, a judgment f performance on which to base the teacher's promotion, termination/dismissal and other personnel actions. Evaluation s the responsibility of an administrator with appropriate endorsement or is allowed by statutory authority.

TE CERTIFIED STAFF—(Rules 10.55.704, 705, 709) Full-time equivalent staff that are supervised and evaluated by ne district and shall not include personnel supervised and evaluated by contractual arrangements; i.e., cooperative ervices.

OLLOW-UP STUDIES—(Rule 10.55.603.6) A statistically significant sampling of interdistrict and intradistrict transfers, raduates and drop-outs.

HEALTH ENHANCEMENT—(Rules 10.55.713.2b & c, 902, 903, 904, 905) A comprehensive program that combines and includes the disciplines of health and physical education.

INSTRUCTIONAL AIDE—(Rule 10.55.707.5) An instructional aide may be certified or non-certified and is employed by a school district to assist in instructional areas under the supervision of properly certified staff.

LEARNER GOALS—(Rules 10.55.602.1h, 603, 604) Except where reference is made to "learner goals set forth in the program area standards" means "local learner goals" as developed by the local school board, community, and educators and provided to the Office of Public Instruction, are the attitudes, concepts, skills, and knowledge which students are given the opportunity to acquire during their K-12 schooling. They are to be developed progressively through three checkpoints:

(i) completion of the primary level (typically, at the end of grade 3);
(ii) completion of the intermediate level (typically, at the end of grade 8);
(iii) upon graduation (typically, the completion of grade 12). Program areas designed by the Board of Public Education in the accreditation standards will have locally developed learner goals which shall be based upon the model learner goals (Appendix A) as approved by the Board of Public Education and provided by the Office of Public Instruction.

MODEL LEARNER GOALS—(Rule 10.55.602.1h) Refer to Appendix A.

OPPORTUNITY—(Rules 10.55.901, 902, 903, 904) Means that the program areas must be a part of the school's curriculum and scheduled at a time when students have reasonable access to enroll. In order to show that students have the opportunity to meet the learner goals as defined in ARM 10.55.602, schools must satisfy three conditions. They must

1) offer courses related to the basic education programs;
2) encourage student enrollment; and
3) avoid scheduling conflicts to allow unit requirements to be met.

Schools may request an exception to course offerings on an annual basis from the Office of Public Instruction, Accreditation Division. The district must provide evidence that the three conditions have been satisfied and that student interest did not warrant the class offering(s).

PROGRAM AREA(S)—(Rules 10.55.602.1.h (second paragraph), 603, 603.2, 803.1) Means "program areas" as required by Rules 10.55.1001 through 10.55.1901.

REGULARLY EMPLOYED—(Rule 10.55.701.5) Services which are of a routine, usual and customary nature. Regularly employed does not include those services which fulfill the duties of a regularly employed teacher who is unable to fulfill his or her duties for a period not to exceed 30 continuous teaching days. Reference: A.R.M. 10.57.108, substitute teaching.

SCHOOL—(Rules 10.55.601, 603.3, .5 & .6, 605, 705, 709, 710, 711, 713, 805, 901, 902, 903, 904) For accreditation purposes, is an educational program offering designated by the local board of trustees satisfying one of the categories listed below:

ELEMENTARY SCHOOL comprises the educational program of any combination of kindergarten, other preschool program, or the first eight grades or their equivalents. (*School Laws of Montana*, 20-6-501)

SEVENTH AND EIGHTH GRADES BUDGETED AT HIGH SCHOOL RATES AND JUNIOR HIGH—Seventh and eighth grades means the basic education program for grades 7 and 8 budgeted at high school rates that gives students the opportunity to meet the required program area standards. Grades 7 and 8 shall not be considered as elementary in relation to funding or accreditation program requirements. (Rules 10.55.708, 709, 710, 713, 902, 906)

JUNIOR HIGH comprises the educational programs for grades 7 through 9 or their equivalents that have received prior approval as a junior high school under the provisions of *School Laws of Montana*, 20-6-505 and 20-7-102.

MIDDLE SCHOOL comprises the educational programs for grades 4 through 8 or any combination thereof that have received prior approval as a middle school under the provisions of *School Laws of Montana*, 20-6-507 and 20-7-102. Grades 7 and 8 or their equivalents shall not be considered as elementary in relation to funding or accreditation program requirements. (Rules 10.55.708, 709, 710, 713, 902, 906)

HIGH SCHOOL comprises the educational programs for grades 10 through 12 or their equivalents and which are operated in conjunction with a junior high school or comprise the educational programs for grades 9 through 12 or their equivalents. (*School Laws of Montana*, 20-6-501)

UDENT(S)—(Rules 10.55.603.6, 704, 705, 709, 710, 711, 712, 803, 805, 901, 902, 903, 904, 905, 906, 907) Means ividuals enrolled in a K-12 configuration or otherwise incorporated into that configuration as required by law, i.e., pre- dergarten.

PERVISE—(Rule 10.55.705.3) A formative evaluation process which serves as a means to help teachers improve ir performance. This process includes ongoing communications between the supervisor and the teacher with the focus improving not only the teacher's performance, but the overall educational program as well.

AFFIC EDUCATION—(Rule 10.55.1701) Instruction in traffic laws and regulations, in the acceptance of personal ponsibility on the public highways, in the causes and consequences of traffic accidents, and in the skills necessary the safe operation of bicycles and motor vehicles. Traffic education includes, but is not limited to: driver education, otorcycle safety education, bicycle safety education, passenger safety education and pedestrian safety education.

HOLE LANGUAGE ENVIRONMENT—(Rule 10.55.1101.1b) A learning environment which integrates communication lls in all subject areas and that gives students extensive opportunities to use these skills in meaningful contexts.

APPENDIX E

Student Records

MAINTAINING STUDENT RECORD CONFIDENTIALITY

REQUIREMENTS AND GUIDELINES FOR STUDENT RECORDS

NANCY KEENAN

SUPERINTENDENT OF PUBLIC INSTRUCTION

JUNE 1996

INTRODUCTION

The basic mandates for student records are:

1. Family Education Rights and Privacy Act (FERPA) and its implementing regulations at 34 CFR 99.

2. Individuals With Disabilities Education Act (IDEA) and its implementing regulations at 34 CFR 300.

3. Montana Codes Annotated (MCA) and its implementing regulations in Montana Administrative Rules (ARM).

FERPA applies to all school districts or state-operated programs receiving federal funds. Private schools are subject to FERPA they receive funds under any federal program. FERPA is not applicable solely because students attending the private school receiv services under a federal program through another public school. (FERPA 99.1)

DEFINITIONS

Directory information: information contained in an education record of a student which would not generally be considered harmfu or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, date and plac of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athleti teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attendec

Disclosure: to permit access to or the release, transfer, or other communication of education records, or the personally identifiabl information contained in those records, to any party, by any means, including oral, written, or electronic means.

Education records: those records that are directly related to a student, contain personally identifiable information and are main tained by the school district or institution or by a party acting for the agency or institution. The term does not include sol possession records of instructional, supervisory, and administrative personnel provided that the record is kept in the sole posses sion of the maker of the record, and is not accessible or revealed to any other person except a temporary substitute for the maker o the record.

Eligible student: a student who has reached 18 years of age or is attending an institution of postsecondary education.

Records: any information recorded in any way, including, but not limited to, handwriting, print, tape, film, microfilm, microfich and computer media (34 CFR 99.3).

RIGHTS

Parent Rights under FERPA. Either parent, including a noncustodial parent, has the right to inspect and review their student's education record unless the school district or institution has been provided with evidence that there is a court order or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights. (FERPA 99.4)

Student Rights under FERPA. When a student becomes an eligible student (age 18), the rights accorded to, and consent required of parents under FERPA transfer from the parents to the student. (FERPA 99.5)

SCHOOL DISTRICT REQUIREMENTS

Each school district or educational agency must:

1. adopt an education records policy and implement procedures which meet the standards of FERPA 99.6.

2. annually notify parents and students in attendance of their rights pertaining to student records. (FERPA 99.7)

provide public notice of directory information and provide parents an opportunity to refuse to allow disclosure of such information. (FERPA 99.37)

maintain a permanent file on each student. (ARM 10.55.2002)

maintain separate special education records. (ARM 10.55.2003)

under IDEA, protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. [34 CFR 300.572(a)]

under IDEA, designate one (1) official to assume responsibility for ensuring the confidentiality of education records. [34 CFR 300.572(b)]

ensure all persons using education records under IDEA are trained on confidential requirements of IDEA and FERPA. [34 CFR 300.572(c)]

ACCESS RIGHTS

The school district shall permit a parent to inspect and review the education records of the student. The school district or institution shall comply with a request for access to records within a reasonable period of time, but in no case more than 45 days after it has received the request. (FERPA 99.10), (For IDEA, see also 34 CFR 300.562)

The parents have the right to inspect and review only the information relating to their child. (FERPA 99.12), (34 CFR 300.564)

School officials, including teachers of the school district, who have been determined by school board policy to have a legitimate educational interest, have access to a student's education records. (34 CFR 99.31)

Fees

A school district or institution may charge a fee for a copy of an education record unless the imposition of a fee effectively prevents a parent from exercising the right to inspect and review the student's education records. (FERPA 99.11), (34 CFR 300.566)

Record of Access

A school district shall maintain a record of each request for access to and each disclosure of information from the education records of each student. The record must include the date of access, the person's name, and the purpose for accessing the record. (FERPA 99.32), (For IDEA, see also 34 CFR 300.563)

A record of access does not apply if the request was from, or the disclosure was to, the parent, eligible student, authorized school official, a party with written consent from the parent, or a party seeking directory information. (FERPA 99.32)

DISCLOSURE REQUIREMENTS

Prior Consent Required for Disclosure

The parent shall provide a signed and dated written consent before a school district or institution discloses personally identifiable information from the student's education records, except as provided in FERPA 99.31. (ARM 10.16.1005)

Prior Consent Not Required for Disclosure

A school district or institution may disclose personally identifiable information from an education record of a student without the written consent of the parent if the disclosure is:

1. to officials of another school district or institution in which the student seeks to enroll provided that the school distri has a notice in its policies that it forwards education records on request to a school in which the student seeks or intend to enroll and the parents receive a copy, if desired, and have an opportunity to challenge the content of the record.

2. for directory information if the school district has given public notice to parents of students in attendance of the type of information that the school has designated as directory information. A parent has the right to refuse to let the agenc or institution designate any or all of those types of information about the student as directory information.

3. to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, o administer predictive tests, administer student aid programs, or improve instruction provided that the studies are co ducted in such a manner as will not permit personal identification of students or their parents and the personally identifiable information is destroyed when no longer needed for the purposes for which the study was conducted.

4. to comply with a judicial order or lawfully issued subpoena if the school district or institution makes a reasonable effor to notify the parent of the order or subpoena in advance of compliance.

Disclosure without parent consent may also be made under certain other conditions identified in FERPA 99.31.

Disclosure from Disciplinary Records

Nothing in FERPA prohibits a school district from disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, other members of the community, or teachers and school officials, including teachers and school officials in other schools that have been determined to have legitimate educational interests in the behavior of the student. [20 USC 1232g(h)(2)]

Disclosure to Federal and State Officials

Authorized federal and state officials may have access to education records in connection with an audit or evaluation of federal or state-supported education programs, or for the enforcement of, or compliance with, federal legal requirements which relate to those programs. (FERPA 99.35)

Disclosure for Health and Safety Emergencies

A school district may disclose information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. (FERPA 99.36)

Disclosure to Juvenile Justice System

A school district may disclose information from an education record of a student in response to a written request from the juvenile justice system if the records are needed prior to adjudication and the justice system official certifies in writing that the information will not be disclosed to any other party except as provided under state law without prior written consent of the parent of the student. [20 USC 1232g(b)(1)(E)]

Redisclosure

Except for directory information, a school district may disclose information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent. (FERPA 99.33)

AMENDMENT OF RECORDS

When a parent believes the information contained in the student's education record is inaccurate, misleading or in violation of the privacy or other rights of the student, the parent may ask the school district to amend the record. If the school district decides not to

iend the record, the parents shall be informed of their right to request a hearing under FERPA 99.21, 99.22. (For IDEA, see also CFR 300.567-300.570) If, as a result of the hearing, the school district decides that the information in the education record is curate and not a violation of the privacy rights of the student, the school district must inform the parent of the right to place a tement in the record commenting on the contested information and stating why he or she disagrees with the decision of the aring officer. Such a statement must be disclosed whenever the school district discloses the portion of the education record to ich the statement relates.

COMPLAINT AND ENFORCEMENT

person may file a complaint regarding an alleged violation under FERPA by writing the Family Policy Compliance Office, U. S. partment of Education, Washington, D.C. 20202-4605. (FERPA 99.60-99.64)

SPECIAL EDUCATION RECORDS UNDER IDEA

l special education records are subject to the FERPA requirements. In addition, under IDEA, the following rules apply:

Parental Rights

ie parent has a right to have a representative of the parent inspect and review the education records. [34 CFR 300.562(3)]

ie parent has a right to a response from the school district to reasonable requests for explanations and interpretations of the cords. [34 CFR 300.562(b)(1)]

Access

When a parent requests to inspect or review his/her student's education records, a school district shall comply with the request without unnecessary delay and before any meeting regarding an IEP or any due process hearing. [34 CFR 300.562(a)]

The school district shall maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to education records. [34 CFR 300.572(d)]

At parent(s) request, the school district shall provide parents a list of the types and locations of education records collected, maintained, or used by the school. (34 CFR 300.565)

Parental consent must be obtained before personally identifiable information is used for any purpose other than meeting a requirement under IDEA. (34 CFR 300.571)

Destruction

The school district must maintain special education records for a minimum of five years beyond the date of cessation of special education services. (ARM 10.55.2003)

The school district shall inform parents when personally identifiable information is no longer needed to provide educational services to the student. At the request of the parents, the information must be destroyed. However, a permanent record of a student's enrollment must be maintained. (34 CFR 300.573)

SUMMARY

	Permanent Records (Required) For All Enrolled Students	Cumulative Records (Recommended)	Special Education Records	Directory Information
	1. Name and address of student 2. Name and address of parent(s) or guardian 3. Date of birth 4. Academic work completed 5. Level of achievement (e.g., grades, standardized test scores, grade level completed) 6. Immunization record 7. Attendance data	1. Access log 2. Health records (may be maintained separately) 3. Standardized test results less than three years old (e.g., intelligence, aptitude, interest or personality tests) 4. Educational and vocational plans 5. Record of extracurricular activities 6. Objective teacher evaluations/ reports 7. Parental authorizations or prohibitions 8. Discipline records (may be maintained separately)	1. Access log 2. Current referral forms 3. Permission for evaluation 4. Child study team report with accompanying evaluation data 5. Individualized education program 6. Permission for program placement 7. Other special education records as required	1. Name, address, telephone number of student 2. Date and place of birth 3. Major field of study 4. Participation in officially recognized activities and sports 5. Weight and height of members of athletic teams 6. Dates of attendance 7. Degrees and rewards received 8. The most recent previous education agency or institution attended by the student 9. Other similar information
Access	Parents or eligible students designated under Access Rights	Parents or eligible students designated under Access Rights	Parents or eligible students designated under Access Rights	In accordance with school district policy by public notice
Transfer Records	**Copy** of permanent records will be sent to other school systems in compliance with FERPA	Cumulative records will be sent to other school systems in compliance with FERPA	Special education records will be sent to other school systems as part of education records	Directory record will be sent to other school system as part of education record
Security	Kept in fireproof file or vault in the school building	Locked storage	Locked storage	Not applicable
Maintenance	Information kept current and accurate	Periodically reviewed with outdated information destroyed in accordance with board policy	Periodically reviewed with selected outdated information placed in a historical file	Information kept current and accurate
Destruction	**Never.** Maintained in perpetuity for every student who has been enrolled in the district or rural schools in the county superintendent's office	Destroyed in accordance with board policy after the student graduates or permanently leaves the district	Destroyed five years from the end of the student's special education services or per parent request in 300.573 when no longer needed by the school	Destroyed in accordance with board policy after the student graduates or permanently leaves the district

APPENDIX F

School Day, Week, Year

Appendix F—School Day, Week, Year

(Adopted by Board of Public Education on 10/10/97)
(Effective: 1997-1998 School Year)

CHOOL YEAR AND SCHOOL WEEK

The school fiscal year must begin on July 1 and end on June 30 (20-1-301).

The school district shall schedule a school term of at least 180 days, Monday through Friday, and the minimum aggregate hours, in accordance with state law (20-1-301 and 20-1-303 MCA).

a) 90 days and 360 aggregate hours of pupil instruction for kindergarten.
b) 180 days and 720 aggregate hours for grades 1 through 3.
c) 180 days and 1,080 aggregate hours for grades 4 through 12.
d) *Exception:* 175 days and 1,050 aggregate hours for graduating seniors.

A Saturday may not count as an instructional day unless it is used as a make-up day when an emergency has closed the school during the regular school week. In such emergencies, approval for holding school on a Saturday must be obtained from the superintendent of public instruction except where an emergency is of one day's duration in which instance the district through its own procedure may approve the make-up day (20-1-303 MCA).

TANDARD SCHOOL DAY

"A school day of pupil instruction must be at least 2 hours for kindergartens, at least 4 hours for grades 1 through 3, and at least 6 hours for grades 4 through 12. The number of hours in any one school day may be reduced at the discretion of the trustees if the total number of pupil instruction hours in the school year is not less than the minimum aggregate hours required in 20-1-301 MCA." (20-1-302 MCA)

a) Lunch time may not be counted toward meeting the standard school day nor minimum aggregate hours required.

b) ". . . unstructured recess periods may **not** be counted as part of the mandated hours of pupil instruction. However, recess periods, for which there has been an identifiable effort to provide guidance and structure and which are directly or indirectly under supervision of the certified teacher, may be counted as pupil instruction under 20-1-101(11) and 20-1-302 MCA."

c) Although passing time between classes may be counted toward meeting the standard school day and the minimum aggregate hours required, passing time may not be counted as instructional time needed to meet the requirements of a "unit" of time. (Rules 10-55.903-906)

APPENDIX G

Accreditation Procedures/ Applications/Forms

Nancy Keenan, Superintendent
Office of Public Instruction
Division of Accreditation
PO Box 202501
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ANNUAL ACCREDITATION PROCESS CALENDAR

proximate Dates)

tember	—	Schools receive Fall Report and Personnel Roster forms from OPI.
	—	On-site accreditation visits begin and continue throughout the school year (September-May).
:ober 10	—	Completed Fall Reports, Personnel Rosters and schedules must be sent to county superintendents.
tober 15-rch	—	OPI staff synthesizes and analyzes all accreditation information.
uary 20	—	State Superintendent's Advisory Committee reviews possible advice/deficiency schools and recommends status to Superintendent.
ruary	—	Schools being considered for possible advice/deficiency status are notified and allowed time to make corrections.
ruary 20	—	OPI accreditation staff meet with Superintendent to finalize accreditation recommendations.
	—	Report is prepared for Board of Public Education.
rch/April	—	State Superintendent reviews new information and makes final recommendations to Board of Public Education.
	—	Board of Public Education assigns final status to schools.
	—	OPI notifies schools of status and requires Deficiency and second year Advice schools to submit a plan of improvement by August 1.
y	—	State Superintendent recommends approval/denial of alternative standard(s) requests to Board of Public Education.
	—	Board of Public Education determines approval/denial of alternative standard(s) requests.
going	—	Accreditation standard changes are sent to all districts prior to their effective date.

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Office of Public Instruction
Dept. of Accreditation and Curriculum Services
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ADVICE STATUS CRITERIA

pose

following criteria will be used by the Accreditation Advisory Committee when determining the accreditation status to be ommended to the State Superintendent. A school receiving any ***one*** citation from the following criteria may be ommended for an advice status.

tification

A school where more than 5 percent of its total instructional assignments are taught by misassigned staff. All teachers, counselors, librarians and school psychologists are given equal weight in considering misassignments—**first occurrence.**
Teachers are not assigned at the levels and/or in the subjects for which their certificates are endorsed. Annual progress and documentation of plan of intent must be provided—**same teacher—third occurrence.**
Teacher holding a secondary level certificate only is assigned to a self-contained elementary level classroom—**first occurrence**. Documentation of plan of intent must be provided.
Superintendents, principals, administrative assistants or administrative interns do not have proper endorsement and program of study for completion of administrative endorsement. Documentation of plan of intent must be provided—**first occurrence.**

hool Leadership

School does not employ, as required by state law, a District Superintendent—**first occurrence.**
School does not have the required minimum number of administrators—**second occurrence.**

hool Program

Library services/guidance services/required programs are not provided—**first occurrence.**
School does not provide minimum educational programs or subjects are not available or offered to students—**first occurrence.**
Schools with 7-8 funding do not meet time requirements; guidance counselors and librarians are not endorsed and no program of study for completion of endorsement has been provided—**second occurrence.**

Although annual application for 7-8 program approval is not required, districts receiving an advice status with note of this deviation may be required to re-apply for program approval to maintain 7-8 funding.

hool Facilities

Facilities create safety and health hazards and inadequate learning conditions—**first occurrence.**
Facilities have been cited for violation of uniform fire code by the state fire marshall or local fire department—**third occurrence.**

neral

School has submitted incomplete or inaccurate reports—**first occurrence.**
Any continuing deviations have occurred for three ***consecutive*** years without note of annual progress or plan of intent has not been followed—**third occurrence.**
Approved alternative standard(s) has not been followed—**first occurrence**.

ould a school be recommended for advice a second or succeeding years, the local school board must adopt and submit chool improvement plan to the Superintendent of Public Instruction by August 1 of the ensuing school year. This plan must ow a systematic procedure for the correction of deviations noted.

ction 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the ocedures and hearing schedules as adopted by the Board of Public Education.

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Dept. of Accreditation and Curriculum Services
PO Box 202501
Helena, MT 59620-2501

DEFICIENCY STATUS CRITERIA

Purpose

The following criteria will be used by the Accreditation Advisory Committee when determining the accreditation status to b recommended to the State Superintendent. A school receiving any ***one*** citation from the following criteria may b recommended for deficiency status.

Certification

1. Non-certified teachers/administrators are employed—**first occurrence.**
2. A school where more than 5 percent of its total instructional assignments are taught by misassigned staff. All teacher counselors, librarians and school psychologists are given equal weight in considering misassignments—**secon occurrence.**
3. Teachers are not assigned at the levels and/or in the subjects for which their certificates are endorsed. Annual progre and documentation of plan of intent must be provided—**same teacher—fourth occurrence.**
4. Teacher holding a secondary level certificate only is assigned to a self-contained elementary level classroom—**secon occurrence**. Documentation of plan of intent has not been provided or annual progress has not been documented.
5. Superintendents, principals, administrative assistants or administrative interns do not have proper endorsement a program of study for completion of administrative endorsement. Documentation of plan of intent must be provided **second occurrence.**

School Leadership

5. School does not employ, as required by law, a District Superintendent—**second occurrence.**
6. School does not have the required minimum number of administrators—**third occurrence.**

School Program

7. Library services/guidance services/required programs are not provided—**second occurrence.**
8. School does not provide minimum educational programs or subjects are not available or offered to students—**secon occurrence.**
9. Schools with 7-8 funding do not meet time requirements; guidance counselors and librarians are not endorsed and t program of study for completion of endorsement has been provided—**third occurrence.**

   Districts receiving a deficiency accreditation status with note of this deviation may be recommended to the Board of Pub Education to rescind 7-8 funding.

School Facilities

10. Facilities create safety and health hazards and inadequate learning conditions—**second occurrence.**
11. Facilities have been cited for violation of uniform fire code by the state fire marshall or local fire department—**four occurrence.**

General

12. School has not submitted required reports—**first occurrence.**
13. School has submitted incomplete or inaccurate reports—**second occurrence.**
14. Any continuing deviations have occurred for four ***consecutive*** years without note of progress or plan of intent has r been followed—**fourth occurrence.**
15. Approved alternative standard(s) has not been followed—**second occurrence.**

Should a school be recommended for deficiency status, the local school board must adopt and submit a school improveme plan to the Superintendent of Public Instruction by August 1 of the ensuing school year. This plan must show a systema procedure for the correction of deviations noted. The school administrators and the chairperson of the board may be requir to appear before the Board of Public Education.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid wh the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish t procedures and hearing schedules as adopted by the Board of Public Education.

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
PO Box 202501
Helena, MT 59620-2501

MIDDLE SCHOOL ACCREDITATION APPROVAL PROCESS

)UE DATE: March 1
'o: Office of Public Instruction
Accreditation Department

pproving a program of a school to meet accreditation Rule 10.55.902, the Office of Public Instruction (OPI) will use as a le the following process:

Application from the school district must be received by the Office of Public Instruction, Accreditation Department, by ***March 1.*** Approval or provisional approval must be granted prior to incorporation of a middle school program. Materials to be reviewed shall include:

a. completed application form
b. class schedules
c. curriculum guides

A committee of OPI personnel will be formed to review application materials.

a. Evaluation of materials shall be made in accordance with the actual requirements of Rule 10.55.902.

The committee will make a recommendation of approval/denial to the Superintendent of Public Instruction.

Recommendations shall include three categories:

a. Approval (total requirements are met)
b. Denial (specific reasons for denial will be given)
c. Provisional Approval (one year)

1) Initial on-site visitation by OPI personnel will be established with the school district.
2) A chairperson will be assigned from OPI personnel to continually work with the district throughout the year to provide assistance, inservice, and to help the school district personnel develop a middle school program that will meet all the requirements of Rule 10.55.902.
3) OPI and the school district personnel will present their overviews of the middle school program to the Board of Public Education at the scheduled April/May meeting following the initial "provisional" approval.
4) Following the April/May meeting of the Board of Public Education, the Office of Public Instruction will notify school districts of approval/denial of official middle school accreditation status.

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
PO Box 202501
Helena, MT 59620-25-1

Application for Approval
Middle School Program
Through Provisions of
Sections 20-9-311 and 20-9-312, MCA

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Department

ogram offerings for grades _____ to _____
r school year _____ - _____

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

e 10.55.902 (Program)

	Yes	No
Are the following subjects and specific content included within a balanced program?		
Visual Arts: art history, art criticism, aesthetic perception and production	☐	☐
English/Language Arts: literature, language study, reading, writing, listening and speaking	☐	☐
Health Enhancement: health and physical education	☐	☐
Social Studies	☐	☐
Mathematics: written and mental computation and problem solving	☐	☐
Music: general, instrumental and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception and music production)	☐	☐
Science: broad, basic science approach incorporating the physical and life science disciplines	☐	☐
Vocational/Practical Arts: (please specify) e.g., agriculture, business education, home economics, industrial arts and marketing (computer education, if previously approved)	☐	☐
Second Language: (effective 7/1/94)	☐	☐
Exploratory Courses: (please specify) e.g., creative writing, dance, drama, photography	☐	☐
Are cross-content and thinking skills incorporated into the school program?	☐	☐
Are local learner goals (10.55.602.1h) developed for each required program area (10.55.902)?	☐	☐

le 10.55.709 (Librarian)

	Yes	No
Is the library housed in a central location?	☐	☐
Is the librarian endorsed?	☐	☐

Name_____

Is the librarian assigned as follows:

A.	Assigned time is provided for schools with fewer than 125 middle school students, or	☐	☐
B.	Assigned half time for schools with 126-250 middle school students, or	☐	☐
C.	Assigned full time for schools with 251 to 500 middle school students, or	☐	☐
D.	Over 500 middle school students, see Rule 10.55.709(2)(c-f), please attach explanation	☐	☐

Rule 10.55.710(3) (Guidance Counselor) Yes No

7. Does the guidance counselor have a guidance and counseling endorsement? ☐ ☐

   Name_____

8. Are guidance and counseling services provided at the equivalent of one counselor per 400 middle school students? ☐ ☐

9. What percentage of time are guidance and counseling services provided? _____

Rule 10.55.708(1) (Teaching Assignments) Yes No

10. Are all teachers assigned at the levels and in the subjects for which their certificates are endorsed? ☐ ☐

Rule 10.55.713(1) (Teacher Load and Class Size)

11. In addition to the school administrator, do you employ a sufficient number of FTEs to allow for varying instructional patterns including, but not limited to, teaming, core curriculum and departmentalization? ☐ ☐

12. Attach a proposed **master schedule** that indicates:

    A. Full names of teachers, librarians, counselors and administrator(s).

    B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

NOTE: Applications MUST include a proposed master schedule. If you anticipate staff changes and do not know new employee's name, please identify that teacher's, counselor's or librarian's position. Provide the name of the new employee as soon as that information is available. Please indicate passing time between classes and length of class period separately.

General

13. Curriculum guides are included for each program area. ☐ ☐

14. Total number of students served in this middle school program _____

15. Grade levels served by this middle school program _____ Grades thru _____

16. Additional information or comments (if any questions were marked **NO**, please provide an explanation):

For further information, please refer to *Middle School Accreditation Approval Process*, Appendix G, page G4.

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date

Authorized Signature	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
PO Box 202501
Helena, MT 59620-2501

Application for Approval
Seventh and Eighth Grade Program
Through Provisions of
Sections 20-9-311 and 20-9-312, MCA

)UE DATE: June 1
'o: Office of Public Instruction
Accreditation Department

asic education program for grades and 8 for school year 19___ - 19___

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

e 10.55.903	**Rule 10.55.906(b)(c)**	**Yes**	**No**
English/Language Arts	One unit each year to each grade level	☐	☐
Social Studies	One unit each year to each grade level	☐	☐
Mathematics	One unit each year to each grade level	☐	☐
Science	One unit each year to each grade level	☐	☐
Health Enhancement (health and physical education)	One-half unit each year to each grade level	☐	☐
Music	One-half unit each year to each grade level	☐	☐
Second Language (eff. 7/1/94)	One-half unit each year to each grade level	☐	☐
Visual Arts	One-half unit each year to each grade level	☐	☐
Vocational/Practical Arts [please specify program(s)]	One-half unit each year to each grade level	☐	☐

_____

le 10.55.906.1(b)(c) defines a unit . . .

le 10.55.709 (Librarian)	**Yes**	**No**
Is the librarian endorsed?	☐	☐
Name_____		
Is the library housed in a central location?	☐	☐
Is the librarian assigned as follows:		
A. Assigned time is provided for schools with fewer than 125 seventh and eighth grade students, or	☐	☐
B. Assigned half time for schools with 126 to 250 seventh and eighth grade students, or	☐	☐
C. Assigned full time for schools with 251 to 500 seventh and eighth grade students, or.	☐	☐
D. Over 500 seventh and eighth grade students, see Rule 10.55.709(2)(c-f), please attach explanation		

Rule 10.55.710 (Guidance Counselor)

	Yes	No
13. Does the guidance counselor have a guidance and counseling endorsement? ..... Name(s)_____	☐	☐
14. Are guidance and counseling services provided at the equivalent of one counselor per 400 students?	☐	☐
15. What percentage of time are guidance and counseling services provided?	_____	

Rule 10.55.708 (Teaching Assignments)

	Yes	No
16. Are all teachers assigned at the levels and in the subjects for which their certificates are endorsed?	☐	☐

Rule 10.55.713 (Teacher Load and Class Size)

	Yes	No
17. In addition to the school administrator, do you employ a sufficient number of FTEs to allow for varying instructional patterns including, but not limited to, teaming, core curriculum and departmentalization?	☐	☐

18. Attach a proposed **master schedule** that indicates:

    A. Full names of teachers, librarians, counselors and administrator(s).

    B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

NOTE: Applications MUST include a proposed master schedule. If you anticipate staff changes and do not know new employee's name, please identify that teacher's, counselor's or librarian's position. Provide the name of the new employee as soon as that information is available. Please indicate passing time between classes and length of class period separately.

General

19. Total number of students served in this seventh and eighth grade program ..... ☐

	Yes	No
20. Do the curriculum and related learner goals address the requirements of school program area standards?	☐	☐

21. Additional information or comments (if any questions were marked NO please provide an explanation):

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date

Authorized Signature	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
PO Box 202501
Helena, MT 59620-2501

APPLICATION FOR APPROVAL
7-8 PRACTICAL ARTS PROGRAM
Computer Education Offering

DUE DATE: June 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Purpose:

Computer education may be used as a practical arts offering in grades 7 and 8 as listed in Rule 10.55.902.5(h) and Rule 10.55.903.2(h) if approved by the Office of Public Instruction. Approval must be received from the Office of Public Instruction prior to incorporation into the school program.

Criteria:

The course content must meet the vocational education intent.

a. Topics that are consistent with this concept are keyboarding skills, word processing, use of data bases, spread sheets, and the use of the computer in any way to support further study of home economics, industrial arts, business education, marketing or agriculture.

b. Topics that are not consistent with this concept are computer literacy (i.e., history of computers, how computers work, etc.), computer programming or the student use of software which is supportive of other curriculum areas (e.g., mathematics, English, science, etc.).

Name of course:_____

Outline of the course (may attach additional pages):_____

_____

_____

_____

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date
Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date
Authorized Signature		Date

Nancy Keenan, Superintendent
Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501

INITIAL KINDERGARTEN PROGRAM APPLICATION
(20-1-301, 20-1-302 and 20-7-117, MCA)

)UE DATE: June 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

pose:

trustees of an elementary district may establish and operate a kindergarten program in accordance with sections 20-1-, 20-1-302 and 20-7-117, MCA.

ections:

Submit the original and **two** copies of this application, a **curriculum guide** and **philosophy statement**, to the Superintendent of Public Instruction, Accreditation Department, Helena, Montana 59620.

Upon approval, one signed copy will be returned to the school district and one copy to the County Superintendent.

teria:

Additional ANB for calculating foundation program amounts may be available for the initial year of a kindergarten program. Application for additional ANB must be made by June 1 using form PAA-3.

The Board of Trustees of the district has passed a resolution for operating a kindergarten for the 19__-19__ school year. (A copy of the resolution is attached to each application form.) Yes____

A copy of the curriculum guide and philosophy statement have been included with this application. Yes____

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date
Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date
Authorized Signature		Date

Nancy Keenan, Superintendent
Office of Public Instruction
Division of Accreditation
P.O. Box 202501
Helena, Montana 59620-2501

ALTERNATIVE STANDARD(S) REQUEST
Rule 10.55.604

)UE DATE: March 1
ro: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

pose:

e 10.55.604 (Alternative Standard) provides schools an opportunity to replace or modify any accreditation rule(s) (with the eption of certification or rules pertaining to law) in *Montana School Accreditation Standards* with a rule that has been eloped to better meet the educational need of the school(s) or district involved. The intent of Rule 10.55.604 is to allow ally initiated proposals that better reflect the unique individuality of each district as well as foster innovative approaches to ving educational problems. **Application must be made through the Office of Public Instruction.** The Board of Public ucation must approve an alternative standard(s) prior to its incorporation within the school program. Final approval/denial be determined by the Board of Public Education at its April/May meeting. All schools will be notified by the Office of Public truction.

proval Criteria:

e major consideration in determining if a proposed alternative would be acceptable is whether the proposed change or dification shows clearly how it will **equal or better** what is accomplished by the present minimum accreditation rule(s). Initial proval will be effective for a one-year period. The district may re-apply for a possible five-year approval. The Board of Public ucation will determine final approval/denial at the scheduled April/May meeting.

ernative Standard:

List the current accreditation rule(s) which will be replaced or modified with a proposed alternative, i.e., 10.55.705.1.d.

_____

_____

Provide a brief description of the current accreditation rule(s) and how you are presently meeting this rule(s).

_____

_____

_____

_____

_____

_____

2. Explain the proposed alternative(s):

3. List at least one specific, measurable objective which clearly shows how your proposed alternative will **equal or bet** what is presently being accomplished in your school(s) or district.

4. List how the above objective(s) will be evaluated.

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	☐ 1 year ☐ 5 years	Date

Authorized Signature	Date

APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chairperson	☐ Approval ☐ Denial	☐ 1 year ☐ 5 years	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
P.O. Box 202501
Helena, Montana 59620-2501

NOTICE OF INTENT TO USE PERFORMANCE-BASED ACCREDITATION
Rule 10.55.604(5)

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

)UE DATE: March 1
'o: Office of Public Instruction
Accreditation Department

pose:

ls form is designed to provide notification to the Office of Public Instruction and the Board of Public Education. This "Intent" neither be approved nor denied. Its primary purposes are to allow all interested parties to exchange information pertinent ne process, coordinate resources, and plan technical assistance as requested.

e 10.55.604(5), the Performance-Based Accreditation option of the Alternative Standard, provides schools with an portunity to obtain accreditation through a process that involves self-evaluation, peer-review, and on-site visitations. By ecting this option, schools seek to demonstrate that the performance of their students meets the goals of their program or ects specific changes to their program that will improve student performance. The alternative standard allows schools to velop local standards which are applicable to their school improvement plans. Performance-Based Accreditation is an rnative to traditional accreditation.

hools are encouraged to involve all their stakeholders in the decision to use Performance-Based Accreditation and planning this process.

List the groups that have been represented in the decision to use PBA:

_____

_____

_____

_____

_____

_____

When will the Plan to Employ Performance-Based Accreditation be submitted to OPI?

_____

In what year do you expect to host an on-site review? _____

Authorized Representative	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
P.O. Box 202501
Helena, Montana 59620-2501

PLAN TO EMPLOY PERFORMANCE-BASED ACCREDITATION
Rule 10.55.604(5)

)UE DATE: March 1
'o: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

pose:

e 10.55.604(5), the Performance-Based Accreditation option of the Alternative Standard, provides schools with an portunity to obtain accreditation through a process that involves self-evaluation, peer-review, and on-site visitations. By ecting this option, schools seek to demonstrate that the performance of their students meets the goals of their program or icts specific changes to their program that will improve student performance. The alternative standard allows schools to velop local standards which are applicable to their school improvement plans. Performance-Based Accreditation is an rnative to traditional accreditation.

proval Criteria:

e major consideration in determining if the Performance-Based Accreditation alternative will be acceptable is whether the n demonstrates a serious and meaningful attempt to achieve school improvement. This plan must incorporate the five ps listed in 10.55.604(5) or their equivalent. The district must have obtained Board of Public Education approval waivers any of the Montana School Accreditation Standards that are not met or are modified as a result of the School Improvement n. Schools will be granted accreditation status through the traditional method until they are granted "Performance-Based creditation Status." The district may re-apply for a possible five-year approval after the initial on-site review.

an to Employ Performance-Based Accreditation:

Please estimate the month and year that you will host an on-site review team. _____/_____
Month Day

List the groups that have been involved in the development of this plan:

_____

_____

_____

_____

3. Please attach copies of the Alternative Standard(s) Requests that have been approved by the Board of Public Educa as part of your plan.

4. Please attach a summary of the process that was used in the development of the Plan to Employ Performance-Ba Accreditation.

5. Please attach drafts of the following:

   a) Student/Community Profile
   b) Mission Statement
   c) Desired Learner Results (Performance Standards)
   d) Analysis of Instructional and Organizational Effectiveness
   e) Outline of School Improvement Plan

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial ☐ 1 year ☐ 5 years	Date

Authorized Signature	Date

APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chairperson	☐ Approval ☐ Denial ☐ 1 year ☐ 5 years	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, Montana 59620-2501

NOTICE OF DEFERRAL
Rule 10.55.601(4) (a) & (b)

DUE DATE: January 1-June 1
To: Office of Public Instruction
Department of Accreditation
and Curriculum Services

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Purpose:

Effective January 1, 1992, schools unable, for financial reasons, to meet the requirements of 10.55.705(1)(d), 10.55.712(2)(a) or 10.55.904(4)(h) may file an initial notice of deferral. Effective January 1, 1994, schools unable, for financial reasons, to meet the requirements of 10.55.709.(2), 10.55.710(2), 10.55.902(5)(j) or 10.55.903(2)(i) may file an initial notice of deferral. **Notice of Deferral(s) (10.55.601(4)(a) and (b) ARM) must be made through the Office of Public Instruction.** The initial filing of a Notice of Deferral will become effective for two school years.

NOTE: A subsequent renewal Notice of Deferral for each standard already deferred will be reviewed by the Office of Public Instruction. Upon recommendation by the Office of Public Instruction, the Board of Public Education determines approval/denial.

Deferral Notice:

	Please check specific standard(s) to be deferred:	Period of deferral (school years) (two years maximum)	Check one: I*	R**
☐	10.55.712(1)(a) [K-2 (20) students (Eff. 7/1/92)]	19___-19___ through 19___-19___		
☐	10.55.904(4)(h) [two units of second language at high school level (Eff. 7/1/92)]	19___-19___ through 19___-19___		
☐	10.55.705(1)(d) [2 FTE for schools with 551-1,050 students (Eff. 7/1/92)]	19___-19___ through 19___-19___		
☐	10.55.709(2)(enrollment of school is 126-2,001 or more) [individual school library requirement (Eff. 7/1/94)]	19___-19___ through 19___-19___		
☐	10.55.709(3) (enrollment of school/district is less than 126 students) [individual school and/or district library requirement (Eff. 8/94)]	19___-19___ through 19___-19___		
☐	10.55.902(5)(j) [second language at middle school (Eff. 7/1/94)]	19___-19___ through 19___-19___		
☐	10.55.903(2)(i) [second language at junior high and grades 7-8 budgeted at high school rates (Eff. 7/1/94)]	19___-19___ through 19___-19___		
☐	10.55.710(2) [elementary counselor requirement (Eff. 7/1/94)] (Does not include 7-8 budgeted at high school rate.)	19___-19___ through 19___-19___		

*(I) Initial Notice
**(R) Renewal Notice

This form was developed at the request of and approved by the Montana Board of Public Education.

2. Please provide individual statement(s) as to why each standard cannot be met and the efforts made by the school t meet each standard:

3. Provide a plan of action for your school to meet each standard in the future:

4. Provide a breakdown of the specific costs associated with each standard to be deferred. Include assumptions and th method used to derive these costs:

CERTIFICATION: The information on this application is correct to the best of my knowledge.

rinted Name/Board of Trustees Chair	Signature	Date
rinted Name/Superintendent (District or County)	Signature	Date
rinted Name/County Superintendent (if no Dist. Supt.)	Signature	Date

FOR OPI USE ONLY

RENEWAL NOTICE
RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction Authorized Signature	Date

Standard No.	Deferral Years	Approval/Denial		Standard No.	Deferral Years	Approval/Denial	
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐

APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chair Authorized Signature	Date

Standard No.	Deferral Years	Approval/Denial		Standard No.	Deferral Years	Approval/Denial	
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐

Oxford
ESSELTE